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ABSTRACT

Intended for adults in search of improved language skills and their leaders, this handbook provides opportunities to strengthen abilities to listen, observe, organize, solve problems, evaluate, and draw tentative conclusions about the English language. The handbook contains a proposition about the English language, suggests procedures to confirm or deny each statement, and includes space for a personal conclusion based on findings. The format of the handbook welcomes additions and corrections. In the process of presenting a history of the English language, the handbook discusses topics such as long vowel sounds, from phoneme to grapheme, syllables, Hebrew, Greek, and Latin sources for English words, morphemes, statements, the Vikings, paragraphs, the Normans, and language as metaphor. Appendixes present a blank page with one sample quotation about the role of language, the genealogy of a language family, and worksheets on the geography of England, language, and grapheme problems. (RS)

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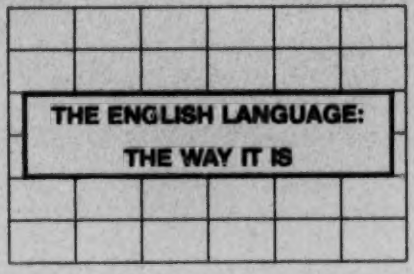
CRASHING THE LANGUAGE BARRIER!



DOROTHY S. MURRAY

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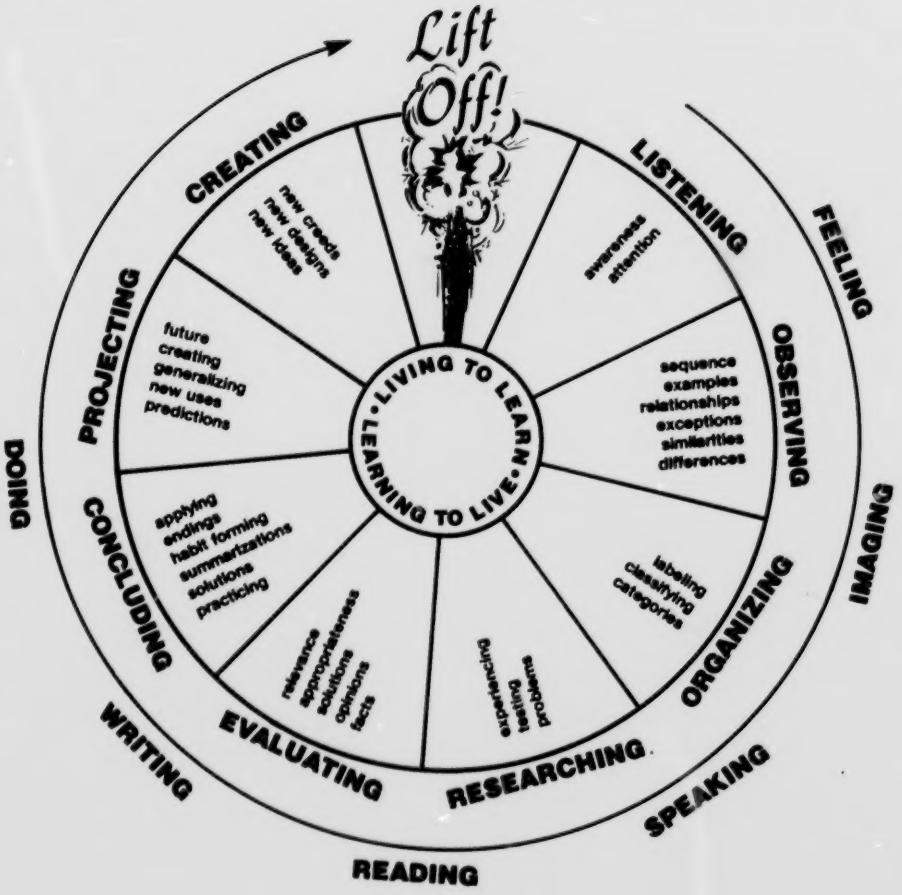
CRASHING THE LANGUAGE BARRIER!

THE ENGLISH LANGUAGE:
THE WAY IT IS

DOROTHY S. MURRAY

April 1989 Gettysburg, PA



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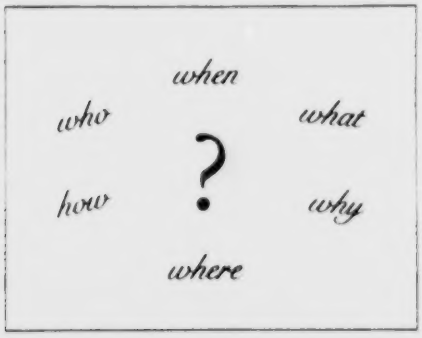
Basic to this investigation of the English language is the assumption that

ALL WE KNOW . . . or think we know . . .
WE HAVE SOMEHOW DISCOVERED FOR OURSELVES.

In the process of discovering we begin by wondering



Next, we imagine plausible, satisfactory answers to the questions we have asked. Then, as time goes by, we keep testing these answers in the crucible of experience.

Of course, we also assess the nuggets others find, but it is in our own discoveries that we take our pleasure and place our confidence.

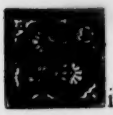
In this spirit of inquiry then, our adventures into English begin. We present propositions about the way English looks and the way it seems to work. As we explore this wilderness of words, we are sure to discover, or rediscover, the power of language, its limits too, to shape our yearnings, our intentions, our choices and our philosophies. It follows that our findings define us and the world we live in.

Along the way, we have picked up some threads from the rich fabric of the past, events that have determined, for better or for worse, the form and pattern of the words we use today.

We invite you, too, to choose from history other events that have shaped the winsome, wily ways of words and the way they operate in the underworld of our mind.

For my part, I believe with Robert Louis Stevenson that "to travel hopefully is a better thing than to arrive." Let us travel then "not to go anywhere, but to go . . . the great affair is to move."

Dorothy S. Murray



Since its seeds were planted about 1500 years ago on the island of the Britons, that "precious stone set in a silver sea," now called England, the English language has spread throughout the world. It has spread in spite of the fact that English is not the easiest of languages to read and write.

The difference between the way we talk and the way we write English must certainly contribute to this difficulty.

We say: /hwatchuh gonna doo tuda/

We write: <What are you going to do today?>

Some reasons for this difference between speech and writing we will find as we search the nature and process of English in the pages ahead.

The written word, an innovation of fairly recent origin, is only about ten thousand years old. Spoken language may be as old as man himself. In the Judeo-Christian Bible we read, "In the beginning was the word" with its variety of interpretations. An Eve without the gift of speech would indeed be beyond imagining.

To begin our venture into the wilderness of words, the first of many to follow, let us find a place for ourselves among an early family of man seated by a flickering, cave-side fire as a hunter describes the events of a successful hunting expedition.

He speaks while his hands carve shapes in the air. He chants as he dances to the rhythm of his speech. Long before this occasion, his family had developed a speech system to represent specific objects as well as classes of things (oak - trees).

In his speech we recognize the howl of the wolves, the wash of waters rushing to the sea, the wailing of the wind, the crack and grumble of thunder clouds conversing in the skies.

We laugh with our companions at the speaker's imitation of the hyena's scream, the mimicry meant to impress us with fright overcome and courage displayed. Now in contrast we enjoy even more deeply the safety of fire and family . . . as we will again back home feel a heightened sense of security when we read or see secondhand dangers and secondhand victories.

So, in this need to communicate speech may have begun.

But, of course, we will never really know. For these early people had not devised a way to record the events in their lives for us to read on stone, clay tablets, or papyrus. Not until the Egyptians and their neighbors in the Fertile Crescent, needing records of their business transactions, of their codes of law, of their great deeds, turned picture symbols into marks representing speech sounds, will it be possible to learn how the written word was born. Not until, for example, Egyptians made their picture symbol of the /m/ sound in their word for water stand for the /m/ sound in all words containing it, did writing begin.

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But, I hear you say, long before the Eygyptians performed this miracle, man had been recording the events of his day by drawing pictures in caves in France and Spain. This picture writing, however convenient we sometimes find it today,

Above public buildings

On road signs

in ads _____

could not carry complex ideas of prosperous people living in great cities.

• • •

Today, using the twenty six letters <graphemes> of our own alphabet, we write the thirty-seven speech sounds /phonemes/ of our own English dialects. We may use a letter alone as <I> or in arrangements compatible to its system as in <rain>.

The problem this numerical imbalance

graphemes 26:37 phonemes

presents and how it is resolved may be one reason for the difference between the way we speak and the way we write.

For our first intimate encounter with English letters and words, we should look at the five long vowel sounds — /A/ /E/ /I/ /O/ /U/. They are the only ones of the twenty-six to share their names with one of their sounds.

But first we must establish that English words have a unique system of letter arrangement.

Words in the English language have a distinctive pattern of letter arrangement that makes them recognizable as part of one language system.

LOOK for the three English words among the words from other languages listed below.

AARDE	SVOJAC	BJAAD
KØD	CACKLE	XANH
LLYAD	KENKYU	TYPEWRITER
HØRTE	DEVERJ	HORRIBILIS
BHRATR	SEACHD	IMPOSSIBLE

WRITE in the blanks each of the three English words you found in the same order in which they appeared in the columns above.

1. _____: word made from sound intended
2. _____: word made by combining two words
3. _____: word made by combining familiar word parts

WRITE in the blanks below English words that have come into the English vocabulary in other ways.

4. _____: _____
5. _____: _____
6. _____: _____

CONCLUSION: English words can be recognized because _____

_____

_____.

LONG VOWEL SOUNDS

/$\bar{A}$/ : /Ate/ _____

/$\bar{E}$/ : /wE/ _____

/$\bar{I}$/ : /Ice/ and _____

/$\bar{O}$/ : /hOpe/ _____

/$\bar{U}$/ : /Use/ _____

These five phonemes may be heard clearly and repeatedly in English words. They are five of the forty (more or less) phonemes of most English dialects.

FIND a discarded magazine. (i.e. large-type READER'S DIGEST)

COUNT OUT three hundred (300) words within any article in the magazine you have found. MARK the beginning and end of this three hundred-word section.

UNDERLINE every word between the marks having one or more phonemes of the five long vowels.

COUNT the underlined words and place the total here _____ .

DIVIDE the total number of words (300) into the total number of underlined words (_____) to find the relative frequency of words having long vowel phonemes compared to the total number of words in your selection.

300)_____ or _____%

CONCLUSION: _____

_____

_____

_____

_____

_____ .

SPELLING LONG VOWEL SOUNDS

The sounds (PHONEMES) of the long vowels /$\bar{A}$/ /$\bar{E}$/ /$\bar{I}$/ /$\bar{O}$/ /$\bar{U}$/ may present problems when they are turned into symbols (GRAPHEMES) for reading and writing.

The phoneme $\bar{A}$ is spelled in several ways, for example.

$\bar{A}$	
<ai>	***r<u>ai</u>n***
<ay>	***d<u>ay</u>***

From the 300 words you selected COPY each underlined word having a phoneme of one of the five long vowels under the heading for each. This organization of your listening skills will help in the making of further observations.

/$\bar{A}$/	/$\bar{E}$/	/$\bar{I}$/	/$\bar{O}$/	/$\bar{U}$/
rain				

UNDERLINE the spellings of each long vowel phoneme in the words you copied. CHECK that every word you copied does contain one.

OBSERVE the variety of spellings of these phonemes. Those using more than one letter as <ai> in <rain> linguists call DIGRAPHS.

CONCLUSION: _____

_____

_____.

FROM PHONEME TO GRAPHEME: Spelling Digraphs

Phonemes of the long vowels are spelled in different ways.

From your reading, COPY words you find that illustrate a variety of letter combinations for use in spelling the long vowel sounds of /Ā/ and /Ē/.

ORGANIZE your observations by writing each word you found under its appropriate heading.

As you work, DRAW CONCLUSIONS about the difficulties this feature makes for reading and writing English.

/Ā/

<a> date	<ai> rain	<ay> day	<ey> they	<ei> vein	<eigh> eight	<au> gauge	<et> bouquet	. . .

/Ē/

<e>	<ee>	<ea>	< >	< >	< >	< >	< >	. . .

CONCLUSION: Digraphs in English words, especially when the different letters represent the same phoneme <RAIN-REIGN-REIN> = /RAN/ or when the same letters represent different phonemes as <BREAK> = /BRAK/ <BEACH> = /BEC/ <BREAD> = /BReD/, . . . _____

_____.

FROM PHONEME TO GRAPHEME: Digraphs <ie> - <ei>

<i> before <e> or is it - <e> before <i>?
That is the question: Whether 'tis nobler in the mind
To chance a misspelled word, and so perhaps
To suffer the slings and arrows of outraged readers
Or to surrender arms once more
To the strange orthography of the English language
And substitute a simpler word to write my message
And by this compromise to end my indecision.

In the puzzle below, FIND words having the digraphs <ie> or <ei> by following **IN ANY DIRECTION** letters next to each other. You may use the same letter as often as you need it.

When you find a word with these digraphs in it, WRITE it on the line under the heading <ie> or <ei>.

FIND in your daily reading other words with these digraphs and enter them under the appropriate headings.

P	R	O	T	P	I	R	E	B	I	F	W	I
I	E	V	E	N	E	V	C	E	R	I	E	D
V	L	E	I	G	N	E	I	L	D	N	G	L
T	I	Z	S	E	P	F	E	V	I	G	H	E
H	E	R	U	T	I	A	D	F	E	R	T	I
F	W	N	D	N	M	E	C	F	I	C	H	Y

< IE >				< EI >			
field				vein			

CONCLUSION: An aid to spelling the digraphs <ie and ei> is expressed in a familiar rhyme <i> before <e> . . . _____

FROM PHONEME TO GRAPHEME: Digraphs

The digraphs <ie> and <ei> in English words reveal a dependable pattern of letter arrangement - - - except in certain words.

In each of the six lists of words below, CIRCLE the one word that is different from the other four.

relief	receive	weighted	neither	weird	reinvest
conceive	deceit	fiendish	either	leisure	relied
pieces	believe	reigning	friendly	seizure	deity
briefly	receipt	neighbor	foreign	protein	science
chieftain	perceive	eighteen	heinous	nieces	expedient

WRITE on the line below the one circled word that is different from the other four circled words.

_____

FIND the word you wrote on the line above by counting out from left to right the letters of the puzzle. WRITE each letter on the lines below. The 21st letter in the puzzle is C.

21 - 3 - 18 - 21 - 8 - 6 - 16 - 8

C _ _ _ _ _ _ _

COMPILE more lists like the six at the top of the page.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CONCLUSION: Not all two-vowel combinations are digraphs.

FROM PHONEME TO GRAPHEME

> ***If each grapheme represented a single phoneme, and only that phoneme, spelling English words would be no problem.***

Test the probability of this proposition by studying the code below. Each significant phoneme in our dialect is represented by one symbol. Observe that the five long vowels and three diphthongs on the top line and all consonants and consonant blends are written in capital letters.

/A/	/E/	/I/	/O/	/U/	/OY/	/OW/	/OO/
Age	wE	Ice	gO	Use	bOY	cOW	bOOt
/B/	/D/	/F/	/G/	/K/	/L/	/M/	/N/
Be	Do	iF	Go	KiCK	Let	Me	No
/P/	/S/	/T/	/V/	/Z/	/ŋ/	/T̶H̶/	/Č/
Put	See	To	Van	Zero	long	THin	CHin
/J̌/	/Š/	/Ž/		/H/	/R/	/W/	/Y/
Just	SHe	aZure		Heat	Red	Wed	Yes
/æ/	/a/	/e/	/i/	/ə/	/oo/		
can	all	met	it	other	foot	=	37

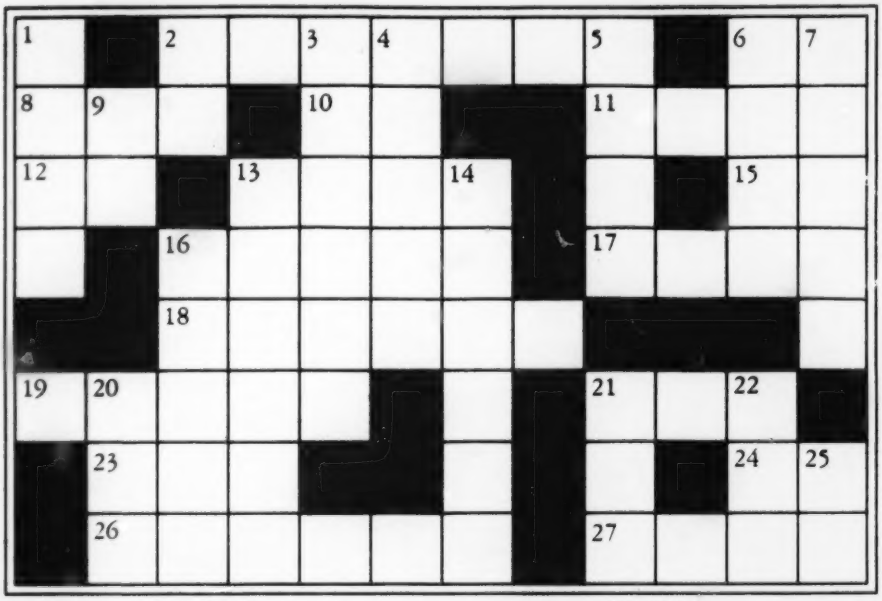
/AǰJ/	/WE/	/IS/	/GO/	/UZ/	/BOY/	/KOW/	/BOOT/

In the blank after each word spelled phonetically as we hear it in our dialect, WRITE the word as we both spell it.

KəMPLET	_____	FOZ	_____
KROWD	_____	KaF	_____
ČET	_____	STReŋKT̶H̶	_____
ŠOWəR	_____	STRæŋGəL	_____
əVOYD	_____	PiKNiKiŋ	_____
_____	SPEECH	_____	PHONEME

CONCLUSION: _____

_____.



ACROSS

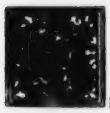
2. SaFəNZ
6. æZ
8. əGO
10. RE (prefix)
11. EČ
12. NO
13. HEP
15 Ha
16. LəNČ
17. NOO
18. ænGKəR
19. RəF
21. GæS
23. AǰJ
24. əP
26. THROZ (2)
27. əRNZ

DOWN

1. MeNE
2. SO
3. FReNČ
4. TEČ
5. SEK
6. AK
7. ǰSaL
9. GO
13. HəŋGəR
14. FONZ
16. LæF
20. OT
21. NOO
22. SəN
25. PE. eS.

/A/	/E/	/I/	/O/	/U/	/OY/	/OW/	/OO/
Age	wE	Ice	gO	Use	bOY	cOW	bOOt
/B/	/D/	/F/	/G/	/K/	/L/	/M/	/N/
Be	Do	iF/	Go	KiCK	Let	Me	No
/P/	/S/	/T/	/V/	/Z/	/ŋ/	/TH/	/Č/
Put	See	To	Van	Zero	long	THin	CHin
/ǰ/	/Š/	/Ž/		/H/	/R/	/W/	/Y/
Just	SHe	aZure		Heat	Red	Wed	Yes
/æ/	/a/	/e/	/i/	/ə/	/oo/		
can	all	met	it	other	foot	=	37

THE ENGLISH LANGUAGE
III INDO-EUROPEAN III



nd the whole earth was of one language
And of one speech.
And it came to pass as they journeyed east
They found a plain where they dwelt.
And they said, "Let us build with brick and mortar
A city and a tower whose top may reach to heaven."
And the Lord came down to see the city and the tower
Which the children of men had built and named Babel.
And He said, "Behold! They have all one language
And now they can do all that they imagine to do."
So the Lord confounded their language
That they may not understand one another's speech.
And from thence did the Lord scatter them abroad
Upon the face of all the earth.

These words from the Book of Genesis in the Judeo-Christian Bible, written more than five thousand years ago, after many nations had risen, ruled, and fallen, tell how this biblical writer explained the mystery of so many different tongues heard in his day.

The mystery to us today, however, is not in the differences in the five thousand or more languages spoken in our world, but in the similarities in the vocabularies of half of them. We boast, not as they did in terms of "brick and mortar," but in "waves and circuitry." Computers and their printouts determine to a great extent how we explain our mysteries, conduct our affairs as we attempt to realize the promise of our Creator, or, if you will, our potential for good and evil.

To satisy our curiosity about word similarities among so many languages today, we have Sir William Jones in 1786, Jacob Grimm* in 1822, and others suggesting the existence in the past of a common mother tongue, which they called 'Indo-European'. To show these similarities they gave us an Indo-European word [MAT] meaning [MOTHER] from which we have today.

English:	mother	Russian:	mat
Anglo-Saxon:	modor	Lithuanian:	moter
German:	Mutter	Latin:	mater
French:	mere	Greek:	meter
Spanish:	madre	Persian:	matar

Using clues from other look-alike words, scholars have tried to find a homeland for the speakers of such a mother tongue. Given some of the clues they use, we too can try to find them a home.

*Yes, he and his brother are better known for another work.

CLUES

In many languages there are similar words for	cold, winter, snow beech, oak, pine
but	
no words for	ocean, palm tree, elephant, camel, island

There are other great families of languages, like Sino-Tibetan spoken by peoples in Central and Southeastern Asia. This fact would seem to eliminate these areas as a possible homeland.

The languages of the Indians in the Western Hemisphere do not resemble 'Indo-European.'

The language that most resembles 'Indo-European' today is Lithuanian.

We might conclude then that from some central, inland region in the northeastern hemisphere a language spread northward and southward, east and west. Gradually with the passing of time and increasing distances the original language changed.

As students too of the phenomenon of language, we wonder why these speakers of a proto-Indo-European language left the familiar for the unknown. Did they migrate because of creeping ice fields, a sudden volcanic eruption, flood waters, insufficient food to feed a multiplying tribe? Or did they emigrate because they, like some of us, were curious about what lay beyond their mountain barriers? At any rate, in their new environment they must have developed new ways to meet new challenges, have acquired new attitudes, made new words to serve them in new conditions.

FOR if we have come to understand anything at all about language, we have realized that it is a living, breathing, vibrant organ, growing, maturing, changing a little with every utterance, dying only when it ceases to change. Over the centuries these changes seem to go in a direction dictated, not so much by its speakers as one would suppose, but by the language itself. It is as though, having laid down a base, momentum would chart the course. Edward Sapir, linguistic pioneer, in his book LANGUAGE suggested this possibility in these words.

LANGUAGE MOVES DOWN TIME IN A CURRENT OF ITS OWN MAKING.

When we pause to recall the centuries that have passed since English first developed in England and the changes made by those who made it a nation, it is easier to forgive its eccentricities, its inconsistencies, even its pretensions. With a growing awareness of its history, we may want to look more closely than we have ever looked before at the pattern of letter arrangement in its words.

The /əR/ in English Words

/əR/ in English is spelled in at least eight ways, a condition that sets a trap for the unwary.

her	:	/HəR/	serf	:	/SəRF/	...	_____	:	/_____/
shirt	:	/ŠəRT/	_____	:	/_____/		_____	:	/_____/
church	:	/ČəRČ/	_____	:	/_____/		_____	:	/_____/
separate	:	/SePəRAT/	_____	:	/_____/		_____	:	/_____/
word	:	/WəRD/	_____	:	/_____/		_____	:	/_____/
courage	:	/KəRəǰ/	_____	:	/_____/		_____	:	/_____/
learn	:	/LəRN/	_____	:	/_____/		_____	:	/_____/
myrtle	:	/MəRTəL/	_____	:	/_____/		_____	:	/_____/

MORE /əR/ WORDS

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CONCLUSION: _____

The /ɔR/ in English Words

FIND the /ɔR/ words by following adjacent letters in any direction.
ORGANIZE your discoveries by listing them under their correct spellings given below.
USE your dictionary when necessary.

The /ɔR/ Sound

O	S	P	H	U	H	S	A	T	ɔR	P	ɔR	N
C	C	A	E	S	ɔR	O	T	ɔR	N	U	ɔR	O
C	O	L	L	ɔR	D	J	P	A	S	S	ɔR	T
ɔR	P	ɔR	P	L	E	ɔR	ɔR	P	ɔR	H	T	ɔR
D	E	T	ɔR	M	I	N	ɔR	I	C	ɔR	T	S
L	S	W	W	L	N	E	T	N	ɔR	T	E	ɔR
E	T	ɔR	N	I	T	Y	A	ɔR	O	G	ɔR	V
S	E	L	A	H	ɔR	R	Y	T	ɔR	ɔR	A	I
E	M	O	D	ɔR	N	ɔR	ɔR	M	O	L	ɔR	L
G	ɔR	D	ɔR	C	ɔR	D	E	ɔR	ɔR	E	Y	E
A	H	A	Z	ɔR	D	O	L	L	ɔR	M	ɔR	M
ɔR	A	ɔR	I	S	O	L	D	I	ɔR	ɔR	N	ɔR
G	ɔR	L	L	E	C	T	ɔR	N	E	S	T	G

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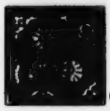
herd					heard						

 OUTHWARD our story of language takes us - far from that early family of man crouched round a cave-side fire listening to the speech of its leader. Thousands of years have come and gone.

Now - about six thousand years before our own century, we find ourselves on the banks of the Nile River in Africa. We are free from the labor needed just to keep alive, free to plan for the future and invent devices to make living comfortable. Our development of a system converting our speech sounds into marks to represent the words of our vocabulary has become practical. It is changing, not only our own way of life, but will lay a foundation for future civilizations.

We dwellers of the Nile have not been alone in adapting pictographs into a system of sound symbols for reading and writing. About this same time, unknown to us, the Sumerians in a valley of the Tigris and Euphrates rivers in southwestern Asia have been devising a system of their own. Their wedge-shaped imprints (cuneiform) on clay tablets will spread to their neighbors and appear alongside our own hieroglyphics centuries later.

For a closer look, we linger at the side of a scribe working quietly for the client beside him in a village in Mesopotamia. On a clay tablet, like the others at his feet, he is recording transactions of the craftsman in need of his skill. The quiet murmur of their voices mingles with the whisper of wheels and the shouts of other craftsmen.

Moving down time, we find ourselves now in Babylon, a great city in this same valley, walking among noisy throngs of slaves and their masters. We watch them at work building ziggurats and pyramids, glazed brick gates and Hanging Gardens. Like our own etchings on grave stones in memoriam or graffiti scratched on public walls, the Babylonians and Assyrians record events of their day, their laws, and their myths.

In cuneiform, we read the code of laws Babylonian King Hammurabi (c. 1790 B.C.) claimed to have received from the Sun God. Their 3600 lines are inscribed on an eight-foot stone column before us. Rumor has it that it may have been King Hammurabi who began the building of the Tower of Babel, perhaps to defy the gods of his day or to provide a seat for their expected return.

In cuneiform, on twelve clay tablets, we read the gloomy story of Gilgamesh, more god that man, and his friend Enkidu, a mere mortal. Their ponderings about the origin of life on earth, why they were born, their longing for immortality in the years around 2000 B.C. sound familiar to us still seeking answers to these same questions. Remnants of this story we will find among the 22,000 clay tablets in the library of Assyrian King Assurbanipal a thousand years later.

Within and without the walled cities of Babylon and Nineveh, their buildings lavishly decorated to mirror their sensuous life style, caravans of nomads pass. But descendants of nomad and city dweller alike, regardless of the rise and fall of great cities and empires, will never again be without a written language to tally flocks, record transactions, to present their laws, to tell their history.

Still time passes. We join now the Hittites in western Asia as they try to conquer the Babylonians about 1600 B.C. We see the influence of the Babylonians and the Egyptians all about us in hieroglyphics and cuneiform on walls and seals. For the next four hundred years we too will profit until we fall before the Assyrians and invaders from Asia Minor.

Like the Hittites in this age of small nations, the Phoenicians (Canaanites of the Pentateuch?) carry from their cities of Tyre and Sidon their products and culture throughout the Mediterranian region. Along with their purple dyes and iron instruments, they take their cuneiform symbols. So useful will these sea merchants find a written language that they will organize their symbols into an alphabet. The names of their first two letters live today in our own word [alphabet].

But they too like other small nations, fall to the fierce Assyrians from upriver. Riding fast horses, wielding iron weapons, they come down "like a wolf on the fold."

Although we know today that Assyrian King Sennacherib did not win the battle described in Lord Byron's poem "Destruction of Sennacherib," we do know that the Assyrians later destroyed Babylon. The events of Sennacherib's death we find too dismal to relate. It came before the Assyrian sumptuous way of life delivered his people into the hands of the Babylonians. But in their time they had made of Sumerian Babylon and Nineveh the greatest cities of their day. The names of these two cities echo down through the ages in literature and history.

The Babylonians will flourish for more than one hundred years longer . . . until the kingdom falls to the Persians. Their fate we read, along with his son Belshazzar's (or the son of his successor?) on the throne-room wall of poor old Babylonian King Nebuchadnezzar, in the words MENE, MENE, TEKEL, UPHARSIN, translated for us by the Prophet Daniel. That night, according to legend, in the year 538 B.C., his kingdom fell to the Persian Cyrus the Great.

After Cambyses, son of Cyrus, Darius I consolidated the Persian Empire by assigning satraps to rule conquered provinces under his close surveillance. His method of ruling became a model for future conquerors. Like Cyrus, Darius supported a Jewish state and the building of their temple in Jerusalem.

When the Persians quarreled with Greek neighbors, they were defeated on the plains of Marathon near Athens in 490 B.C. In his turn Darius 111 (336-330 B.C.) fell before Alexander the Great (356-323 B.C.), thus ending the Persian rule in the Eastern Mediterranean.

Today on a Black Obelisk in the British Museum in London, we can see recorded, the victory of Assyrian King Shalmanesar III (859-824 B.C.) above a picture in bas relief of a prostrate King Jehu of the Hebrew Tribe of Judah.

* * *

Today on mountain cliff at Behistun in western Iran, as travelers on the plains below, we can see, chiseled in three languages, the proclamation of the conquests of Persian Darius I (486 B.C.). In 1835 Sir Henry Rawlinson climbed this cliff to copy the inscriptions. From them he found a key to decipher other Assyrian texts.

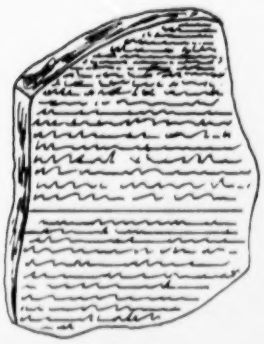
* * *

Today in Hieroglyphic, Demotic, and Greek, on a basalt slab near the village of Rosetta in the Nile River delta, we may read letters, discovered by Napoleon's troops in 1799, inscribed there by Egyptian priest at the time of Ptolemy V (205-180 B.C.). The Frenchman Jean Francois Champollion in 1852 determined that these symbols, like English, were phonetic.

* * *

Today in the Palestine Archeological Museum, we may see fragments of Old Hebrew texts found, we are told, by shepherds in caves above the Dead Sea. The scrolls may have been placed there in the jars in which they were found by a religious sect in the centuries immediately before and after the birth of Christ.

* * *



To these ancient people the English language is indebted for its phonetic foundation. To them we owe more than half of the letters in the alphabet of our branch of an Indo-European language.

* * *

Now, from distant times and places, we return to continue our own research of the letter < E >. Shaped like the old Phoenician consonant < HE >, it does double duty on the line to make English spelling a little more predictable, especially for those who like to take educated guesses.

From Phoneme to Grapheme: <Ė> As Diacritic*

> ***< Ė > may sometimes signal sound changes in the first vowel behind it.***
>
> ***fin - FiN fine - FIN***

From magazines, newspapers, or books FIND words that end in < E >.

If the vowel preceding the final < E > is long as in ATE, COPY it under the heading on the left.

If it is not long, COPY it on the left.

kite - KIT	have - HæV
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CONCLUSION: _____

_____.

* Diacritic: a distinguishing mark or letter function that signals a specific sound or sound change.

ø = silent

From Phoneme to Grapheme: < E > As Diacritic

> ***< E > after < C > and < G > often signals the /S/ sound of < C > and the /J/ sound of < G >.***
>
> ***peaceable courageous***

From your reading, FIND words in which < E > follows the letter < C > or < G >. COPY them on the lines below.

< C >	< G >
cancel	gorgeous

CONCLUSION: _____

_____

_____.

From Phoneme to Grapheme: Double Consonants as Diacritic

> ***Double consonants (nn) (ll) (. . .) signal a sound change from long to short in the vowel preceding them.***
>
> ***dīner - DINəR*** ***dĭnner - DiNəR***

From your reading, FIND words having double consonants within them preceded by a vowel.
COPY these words on the lines on the left.
COPY words you find that do not follow this pattern, on the lines on the right.

robbed	rapid

CONCLUSION: _____

_____

_____

From Phoneme to Grapheme: < Y > to < I >

> *< Y > often changes to < I > before a suffix.*
>
> *fly - flies*

In the three columns below, CIRCLE the word that does not follow this pattern of letter change.

1	2	3
fury - furious	angry - angrily	supply - supplied
monkey - monkeys	ability - abilities	handy - handicraft
pay - paid	lovely - loveliness	busy - business
dry - dried	alley - alleys	convey - conveyed
lay - laid	beauty - beautiful	luxury - luxurious
likely - likelihood	multiply - multiplication	economy - economical

ADD a suffix to each word listed below. WRITE the word with your added suffix on the line opposite.

TRY to add a different suffix to each of the ten words.

ally	_____	_____
friendly	_____	_____
ninety	_____	_____
weary	_____	_____
turkey	_____	_____
pity	_____	_____
betray	_____	_____
display	_____	_____
comply	_____	_____
enemy	_____	_____
	_____	_____

CHECK in your dictionary the spelling of each of your words. WRITE the correct spelling opposite each word you misspelled.

CONCLUSION: _____

_____

From Phoneme to Grapheme: Diacritics and Other Challenges

> ***An understanding of typical letter patterns in English words and recognition of variations will improve one's spelling skills.***

Test your recognition of typical letter patterns and exceptions by transcribing the phonetic spelling of my dialect into conventional spelling of these words.

PESFəL	_____	ČANJ̌əBəL	_____
MERLE	_____	NINTE	_____
LONLENəS	_____	SiNSERLE	_____
J̌ !GæNTiK	_____	iMPLæKəBəL	_____
REPLASəBəL	_____	TROOLE	_____
NINTH	_____	PiJ̌əN	_____
əKəRəNS	_____	əMBæRəSMeNT	_____
eLəGəNT	_____	iNTeLiJ̌ənt	_____
SAFTE	_____	YELD	_____
RESEV	_____	WERD	_____
KaLəR	_____	KARFəL	_____
SiNiŋ	_____	PLæND	_____

MæRiJ̌əBəL _____

other _____

_____

_____

_____

WORD To The Unwary: CHECK each word in your dictionary!

CONCLUSION: _____

_____

_____.

(But watch your language!)

THE SYLLABLE: Heartbeat of English Speech

> ***The syllable moves language down through time and across the page. Its rhythmic beat makes music of every utterance and every line.***

To find the source of power that controls the rhythms of English speech, TAP with your fingers the beat you hear in each of these ten words.

Record on the line beside each word the number of beats you heard.

Word		Number	Word		Number
incessantly	=	4	absolutely	=	_____
unbelievable	=	_____	grasshopper	=	_____
shepherdess	=	_____	extraordinary	=	_____
telephonic	=	_____	momentarily	=	_____
enthusiastic	=	_____	stunned	=	_____

COUNT and MARK the sounded vowels in each word as illustrated below.

bétter = 2 mórning = 2 lóvely = 2

SELECT ten words from your current reading.

WRITE them on the lines below.

MARK and add the sounded vowels as before.

		Yours	Dictionary's			Yours	Dictionary's
_____	=	_____	_____	_____	=	_____	_____
_____	=	_____	_____	_____	=	_____	_____
_____	=	_____	_____	_____	=	_____	_____
_____	=	_____	_____	_____	=	_____	_____
_____	=	_____	_____	_____	=	_____	_____

CHECK the number of syllables you found in each word with the number of syllables shown in your dictionary.

CONCLUSION: A syllable _____

_____

_____.

SYLLABLES: Maestros of English Discourse

To "see" the cadence of English speech in this exhortation of the Patriarch Moses, CIRCLE every STRESSED syllable. DRAW a line for every UNSTRESSED syllable.

RE JOICE AND BE GLAD!

—	0	—	—	0	!

I HAVE SET BE FORE YOU LIFE AND DEATH
BLESS ING AND CURS ING;
THERE FORE, CHOOSE LIFE
THAT BOTH THOU AND THY SEED MAY LIVE.

SELECT a favorite passage from your reading.

COPY it in the space below.

MARK its cadences as before.

From your own writing, SELECT a passage, COPY it below, and MARK its cadences to "see" a pattern of your own speech.

CONCLUSION: _____

_____

THE SYLLABLE: Dividing Words Into Syllables

> ***A competent reader follows, from left to right on the printed page, significant word sections (syllables) according to rules for dividing to which printers conform.***

To recognize rules printers have established for dividing words into syllables

SCAN pages of printed material for hyphens at the end of lines.

WRITE nine of the words, divided as you found them, on the lines below.

BE LOW		

FIND the rule for each division in your nine words among the five rules given here. WRITE the Rule # where word is divided.

Rule #	EXAMPLE	RULE
0	cre ate = 2	Divide a word between the sounded vowels.
1	yel low = 2 spell ing = 2	Divide a word having within it double consonants (except when a word would be lost).
2	pic nic = 2 crash ing = 2	Divide a word having within it unblended consonants side by side. (except when the consonants are blended as in crash ing)
3	un will ing = 3	Divide a word having affixes* (prefix* - suffix*) after the prefix and before the suffix.
4	se vere = 2 nev er = 2	Divide a word having within it a consonant between two vowels (V C V) between the first vowel and the consonant (except when the stress is on the first syllable).

FIND ten words having more than one syllable.

WRITE them on the lines below.

Words	Your Division	Dictionary Division	Words	Your Division	Dictionary Division

REWRITE them in syllables according to the given rules. Write Rule # as before.

CHECK your divisions with the divisions in your dictionary

CONGRATULATIONS if you agree with the dictionary division 80% of the time.

CONCLUSION: _____

_____

_____.

*SEE GLOSSARY

HEBREW

And the Lord said unto Abram:
Get thee out of thy country
And from thy kindred
And from thy father's house
Unto a land that I will show thee

The account of Abram's journey to the land that his God had promised him is recorded in the King James version of the English Bible. It is in this "noblest monument of English prose" that the English language reached its pinnacle. Sponsored by his Majesty King James I of England, "principal mover", whose "powerful protection and favor" are acknowledged in its preface, the King James translation is itself a refinement of other translations from Hebrew, Greek, and Aramaic. The lifetime, and sometimes life-given, labor of men like William Tyndale, Miles Coverdale, and others resulted in the Great Bible of 1539, the Geneva Bible of 1560, and the Bishop's Bible of 1568, Bibles that helped to make the 1611 King James edition the only authorized English Bible for two and a half centuries.

Revisions since then have tried to preserve the beauty and dignity of the King James version while at the same time incorporating changes mandated by new archeological and linguistic research or by changes in word meanings.

But the cadences of the new 1611 version, the beauty of its images, the simplicity of its parables, the relevance of its message to the experience of mankind have enriched the English language as no other expression of man's condition.

So much part of our vocabulary are its words that scarcely a day passes that we do not borrow from them to say what we mean.

Get thee behind me, Satan!
Turn the other cheek.

Only to Shakespeare do we turn as often.

I'm all ears.
Eaten out of house and home.

So vividly told in the King James Bible are the accounts of Abram's journey that we invite you today to follow his probable route.

• • • • •

We begin our journey with Abram at Ur, where the Tigris and Euphrates flow as one into the Persian Gulf, in ancient Sumeria. We end our journey in the land of Canaan between the Jordan River and the Dead Sea in Palestine.

From Ur we leave with Abram and his father Terah, their families, herdsmen and flocks for Haran six hundred miles to the north. On our way we pass outside the walled city of Babylon, old home of Hammurabi. After trekking over four hundred miles of level terrain, we come out upon the bluffs of Hit on to desert country too high above the rivers for good grazing. On our way north to Haran we had passed Mari, with its ziggurat, palace, and library of clay tablets. On some of the tablets scribes had recorded notice of the passage of other nomads like ourselves.

When we wayfarers arrived at Haran, we found ourselves in a land of fig and olive trees, of fields of grain, and of plains of grass. Here after some time Terah died. Only then did Abram obey the command to go "unto a land that I will show thee."

Southward, then, and west, Abram and his beautiful wife Sarai turned to Aleppo, past Damascus, old even then, past the Sea of Galilee, to Bethel, along the King's Highway, through the valley of the Jordan, to Jerusalem, and up to the Plain of Morah.

Here in the hill country of Canaan, the childless Abram again heard the voice of His God calling him, "Abraham, father of multitudes," From here in time of famine with Abraham and his entire household we traveled west into Egypt. Abraham, we are told, returned years later a rich man.

Here too it was that God said to him:

Lift up now thine eyes and look
From the place where thou art . . .
For all the land which thou seest
To thee will I give it
And to thy seed forever.

At Hebron God fulfilled His promise and gave to them in their old age a son Isaac, half brother to Ishmael, Abraham's son by Sarah's handmaid Hagar. The seed of Isaac and Ishmael remain to this day unreconciled. Until their differences are resolve it would seem the world will never know peace.

• • • • •

The journey over this same territory of Moses, another Hebrew, is told in the same balanced phrases in the King James version of the Judeo-Christian Bible. Scholars still argue over the route Moses traveled five hundred years after Abraham, when he led the enslaved descendants of Abraham's son Isaac out of Egypt to the land of Canaan. In the forty years spent in the wilderness, the time it took them to cover the distance as between Pittsburgh and Baltimore, many of them died before they reached the Promised Land.

Writers of English other than biblical translators have used the language as a vehicle to traverse terrain more familiar to us. For the pleasure of recognizing old friends and traveling old roads, meet again five wayfarers.

1. A pilgrim who relieved the boredom of his fellow travelers by telling tales as they rode from London to Canterbury.
2. A pilgrim whose progress was often interrupted by obstacles on the way.
3. A Greek whose faithful wife awaited his return from an extended Mediterranean cruise.
4. A quixotic Spaniard who tried to make an impossible dream come true.
5. A modern Ulysses whose one-day tour of Dublin ended with his return to a none-too-faithful wife.

1. _____ 3. _____

2. _____ 4. _____

5. _____

• • • • •

But we must be getting on with our own journey. Let us walk into the maze of syllabifying English words, a path that is not really as puzzling as it might seem.

GREEK

The Greeks Had A Word For It

Between the time of the Hebrew Abraham and the Greek Alexander, generations had lived and died. The Hebrews continued to worship their one God in Heaven, a father who cared for His children. The Greeks looked up to their gods on Olympus, gods who used men as pawns in their own dealings with one another. But both Hebrew and Greek philosophers alike used language to search for man's place in a world neither felt he had created.

When the Hebrews Peter (reluctantly), and the converted Paul (passionately), opened the door to admit the Gentile into the House of Abraham, this entry, like all doors, became a two-way passage. GREEK LOGOS, Greek love of order and balance, merged with Hebrew austerity.

The Greeks had a word DIALECTIC to describe their method of choosing between things for the purpose of finding an appearance of unity.

The Greeks gave us our word UTOPIA (a non-place) where ideal good dwells beyond the temporal world.

They bequeathed to us our word CATEGORY to contain all "reality" in systems of logic and primary cause, containers that today lock us inside prisons of Aristotelian ways of reasoning.

• • • • •

The Greeks still have a word for us. So deeply are Greek roots embedded in the English vocabulary that when we need new words for new ideas or inventions, or discoveries, we often go to the Greeks for them. Sometimes, however, in the light of later scientific discoveries, we find we have chosen the wrong Greek word! See {atom} and {electricity}.

Yet English without the Greek sparkle is unthinkable. For all its pristine elegance, Greek entrance through the opened door has been far from serene. It could enter English only after the Greeks had first silenced weaker voices.

For, if the Greek Alexander had not defeated the Persians at the Hellespont in 334 B.C., if he had not routed the Egyptians at Amon, the Hindus in northern India, could the philosophy of his tutor Aristotle have catalogued our own world so neatly and so often falsely?

If, before Alexander, in 490 B.C., the Athenians had not defeated the Persians at Marathon, if these brave Spartans a year later had not held back the enemy at such awful cost, until at Salamis and Mycala, the Greek Navy ended forever Persian power, could the Great Alexander have launched his own campaigns to conquer the known world from the Nile to the Indus more than one hundred fifty years later?

Violence, not only of man, but of nature as well, silenced tongues that might have altered the English vocabulary and thereby our way of viewing our world. If, for example, the volcano on the island now known as Thera, the earthquake and tidal wave that followed, had not destroyed Minoan culture in the Aegean Sea about 1500 B.C., words from that brilliant Bronze Age civilization might be as familiar to us as is the Greek presence in English today. What a Minoan culture might have done to our own view of the "real" world we cannot imagine.

But whether result of man's violence or nature's, Greek words entered English to stay. They entered in spite of the objections of a few proud Englishmen, who, when they heard the Greek invasions in their language, felt that English should be

> cleane and pure, unmixt and unmangeled
> with borowing of other tunges.

Greek words slipped in through back doors via the Latin of the Roman Empire.

autograph logic

They walked in arrogantly through front doors directly from the Greek Islands.

autocrat euthanasia

Yet after every entry, the Greek word was forced into the mold of its adoptive family. In order to survive in its new environment, it would have to lose its Greek endings and its strange symbols and assume the personality of a Latin or Germanic appearance.

• • • • •

Now we invite you to walk through the door into a storeroom filled with Greek gifts (?). Placed there, perhaps, by some unsung poet with a twinkle in his eye or tongue in cheek, they keep the secret of their past unless we unwrap them.

gymnasium sophomore amethyst

Explore this storeroom to find Greek nuggets embedded in English words, words that enrich . . . or dilute . . . the basic Germanic structure of the English language.

GREEK TREASURES INSIDE ENGLISH WORDS

GREEK morphemes* within English words give clues to the reader who follows them to help him find meanings of unfamiliar words.

In order to find the referent** of an unfamiliar word and to enjoy the discovery of the hidden agenda in familiar words

FIND in Part II on the right the word that contains a Greek morpheme nearly opposite in meaning to a word in Part I on the left.

WRITE the word you found on the line besides its opposite.

PART I				PART II		
English Word	Greek Morpheme	English Word		English Word	Greek Morpheme	English Word
good	EU-	EUphony	_____	bad	caco-	cacophony
small	MICRO -	MICROphone	_____	new	NEO-	NEOphyte
hate	MISO-	MISOgamy	_____	woman	GYN-	GYNOcology
life	BIO -	BIOlogy	_____	love	PHILO-	PHILOsophy
old	PALEO-	PALEOlithic	_____	large	MACRO-	MACROcosm
earth	GEO-	GEOlogy	_____	body	PHYSIO-	PHYSIOlogy
many	POLY-	POLYgamy	_____	false	PSEUDO-	PSEUDOnym
all	PAN-	PANdemic	_____	water	HYDRO-	HYDROplane
man	ANDRO-	ANDROphobia	_____	none	A-	Apathy
mind	PSYCHO-	PSYCHOlogy	_____	death	THANATO-	THANATOphobia
correct	ORTHO-	ORTHOgraphy	_____	few	OLIG-	OLIGarchy

On the lines below, WRITE other words having within them some of these twenty Greek morphemes.

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

CONCLUSION: _____

_____.

* | | smallest unit in a language system carrying meaning

** object referred to

MORE GREEK COINS

FIND and WRITE below, words containing Greek morphemes other than those given previously.

CHECK in your dictionary to confirm their Greek origins.

ostracize	tantalize		

Congratulations! You have just begun filling your own coffers with gifts from the Greeks.

CONCLUSIONS: _____

_____

_____

LATIN

Latin Inroads to English

From our vantage point in time, we have watched an imaginary cave man, an inscriber on clay tablets and on papyrus. We have mingled with nomads and townsmen, monarchs and translators. These trail blazers of language have laid down the roadbed for our own passage now to the time of the most famous road builders of them all, the ROMANS. In Latin scholars over the known world, at conferences or on decorated manuscripts, exchanged the wisdom of their day.

Now let us place ourselves above this planet Earth, put ourselves under the spell of the music of the spheres, and focus on the spinning globe beneath us. Even as we watch, the golden glow in the Aegean Sea - Greece in the Age of Pericles - grows dim. Across the sea, a flame flares up, catches fire, and burns at Rome, the Eternal City. From Rome, in every direction - to the north, east, west, and south-roads roll out into the lands of the Goths and the Gauls, across the Mediterranean and beyond.

We come down from our lofty seat in space to join, on a northbound road, Roman legions plodding wearily along. We travel on foot, on horseback, in chariots and wagons, dragging with us all our paraphernalia of war. We are now part of the might of Rome in the year 55 B.C., when Julius Caesar traversed Roman roads into the land of the Britons. Instead of the music of the planets, lost in this clatter and clang of marching columns, we hear only the cacophony of soldiers on the move.

What strange words we hear around us! They sound not at all like the Latin words of Cicero or Brutus, nor the words we learned in Latin class. These rough men in wool and metal garb are speaking a language of their own, VULGAR LATIN. It is this vernacular that we carry over Roman roads to foreign lands. It will become the Romance Languages of our own time: French, Spanish, Italian, and Portugese . . .

We should not be surprised. For if we have discovered anything so far about language, it is that languages live and to live is to change. It has ever been the living language of a vigorous people that has survived albeit in a different guise.

LISTEN and you will hear English changing in our own time, adapting itself to the fast-paced lives we lead. Sounds, especially those at the end of words, weaken and die, lost in the rush of busy days and lazy tongues. Dialects that say /he know/ alter standard English. Old words take on new meanings or fade away like {GRASS} or {FRO}.

If we have lived long enough, we have heard the phoneme within the words /Tuesday/ and /news/ change from /U/ to /OO/. Spellings we use today, laid down perhaps four hundred years before our time, have been slower to change. We have kept old spellings even though letters have been inserted in error as the < S > in < island > or a sound silenced forever as the < k > in < knee >.

The Latin in our language was once the language of a vigorous people like ourselves today. It too was carried by scholars, salesman, soldiers, and tourists over Roman roads to faraway places. Parts of these old roads remain for us to walk today-where only the soles of our shoes stand between us and the stones laid down by road builders of another nation on its way to greatness . . . and decline.

Let us remember too that, like the doors of that Greek treasury, roads that lead *out* also lead *in*. They draw people from the hinterlands to places where the roads meet. (As in another time and in another place, the seven roads into Gettysburg drew the armies of the North and South to meet in a famous three-day battle.) So too Roman roads, rolling out from Rome, carried INTO Rome plundering barbarians. These invaders from the lands of the Goths and Gauls sacked the city of Rome in A.D. 390. In time, the Romans, themselves conquerors of the Greeks about 146 B.C., became the conquered around A.D. 476. The name of the last emperor of the West, Romulus Augustulus, remains to remind us of the grandeur that once was Rome.

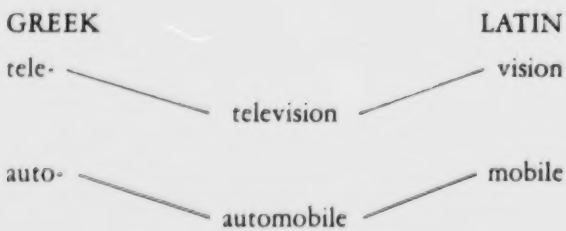
Civilization for a time turned to the East in the Byzantine Empires of Constantine, Justinian and Theodora. These empires too crumbled before the incursions of Crusaders from Europe and Mongols from Asia.

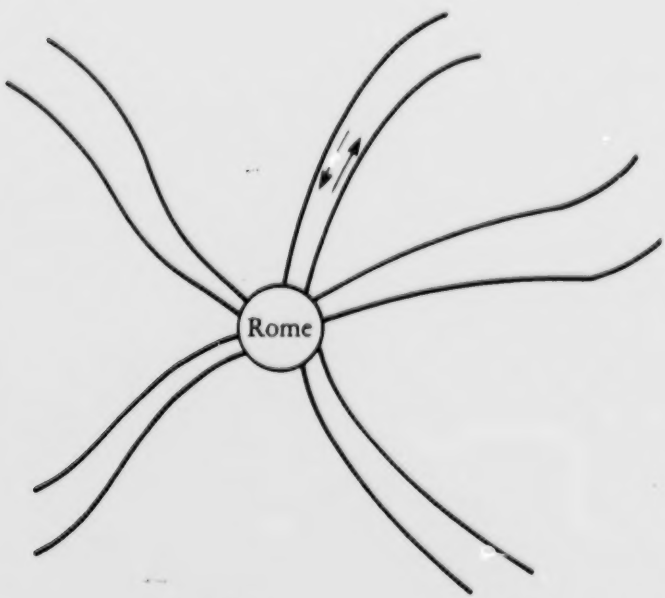
So it is today that, to convey an idea or an event, we may choose a word from our basic Germanic vocabulary or from Greek or Latin intruders.

teacher	pedagogue	educator/instructor	. . .

But we must always remember that whatever word we choose it will bring with it overtones that tint (taint?) our intentions MORE THAN WE MAY SUSPECT and may influence our choice of words to follow. In turn the chosen words may in time change an attitude and how we see the world.

So back to earth from our lofty hovering in space and our place in line on that road from Rome to follow the Latin in our English language wherever it lives, along with the Greek, sometimes even in the same word.





THE LATIN IN OUR LANGUAGE

Latin morphemes in English words expand the English vocabulary. They offer alternative words to fine tune the art of communication.

In order to add new words to your vocabulary and to discover significant undertones in familiar words

FIND in Part II on the right the word that contains a Latin morpheme nearly opposite in meaning to a word in Part I on the left.

WRITE the word you found on the line besides its opposite.

PART I				PART II		
English Word	Latin Morpheme	English Word		English Word	Latin Morpheme	English Word
good	BENE-	BENEfit	_____	bad	MAL-	MALevolent
small	MINI-	MINIscule	_____	none	NON-	NONsense
friendly	AMI-	AMIcable	_____	death	MORT-	MORTuary
all	OMNI-	OMNIpotent	_____	large	MAGNI-	MAGNItude
old	ANT-	ANTiquated	_____	one	UNI-	UNIty
earth	TERR-	TERRestrial	_____	new	NOV-	NOVel
many	MULTI-	MULTItude	_____	unfriendly	BELLI-	BELLIgerent
half	SEMI-	SEMIcircle	_____	water	AQUA-	AQUArium
man	VIR-	VIRile	_____	[illegible]	MINOR-	MINORity
mind	MENT-	MENTal	_____	woman	FEMIN-	FEMININe
true	VERI-	VERIfy	_____	false	FIC-	FICtion

On the lines below, WRITE other words having within them some of these twenty Latin morphemes. CHECK their origins in your dictionary.

omniscience	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CONCLUSION: _____

MORPHEME MARATHON

If PROGRESS means	"walking forward,"	
a word for	"walking backward,"	is _____
	"walking across,"	_____
	"walking away from,"	_____
If PORTER means	"one who carries,"	
a word for	"to carry out,"	is _____
	"to carry back,"	_____
	"to carry across,"	_____
If EXPEL means	"to drive out,"	
a word for	"to drive back,"	is _____
	"to drive away,"	_____
	"to drive forward,"	_____
If TRANSMIT means	"to send across,"	
a word for	"to send under,"	is _____
	"to send back,"	_____
	"to send throughout,"	_____
	"to send altogether,"	_____
If REVISION means	"to see again,"	
a word for	"to see from afar,"	is _____
	"to see from above,"	_____
	"to see ahead,"	_____
	"to see apart,"	_____
If CONDUCTOR means	"to lead together,"	
a word for	"to lead forward,"	is _____
	"to lead back,"	_____
	"to lead from,"	_____
	"to lead away from,"	_____
If _____ means	"_____,"	
a word for	"_____,"	is _____
	"_____,"	_____
	"_____,"	_____
	"_____,"	_____

MORPHEME MARATHON

If MONOGAMY means "one marriage,"
a word for "many marriages," is _____
"two marriages," _____
"hatred of marriage," _____

If SYMPATHY means "feeling together,"
a word for "no feeling," is _____
"feeling of against," _____
"intense feeling," _____

If PHILANTHROPY means "loving mankind,"
a word for "one who loves mankind," is _____
"one who loves to study words," _____
"he who hates man," _____
"a lover of wisdom," _____

If PSEUDONYM means "false name,"
a word for "having the same name," (meaning) is _____
"having opposite name," (meaning) _____
"word made from initial letters," _____
"having same sound, different spelling," _____

If MICROPHONE means "small sound amplified,"
a word for "small life," is _____
"study of small things," _____
"tool for viewing small items," _____
"a tool for measuring small items," _____

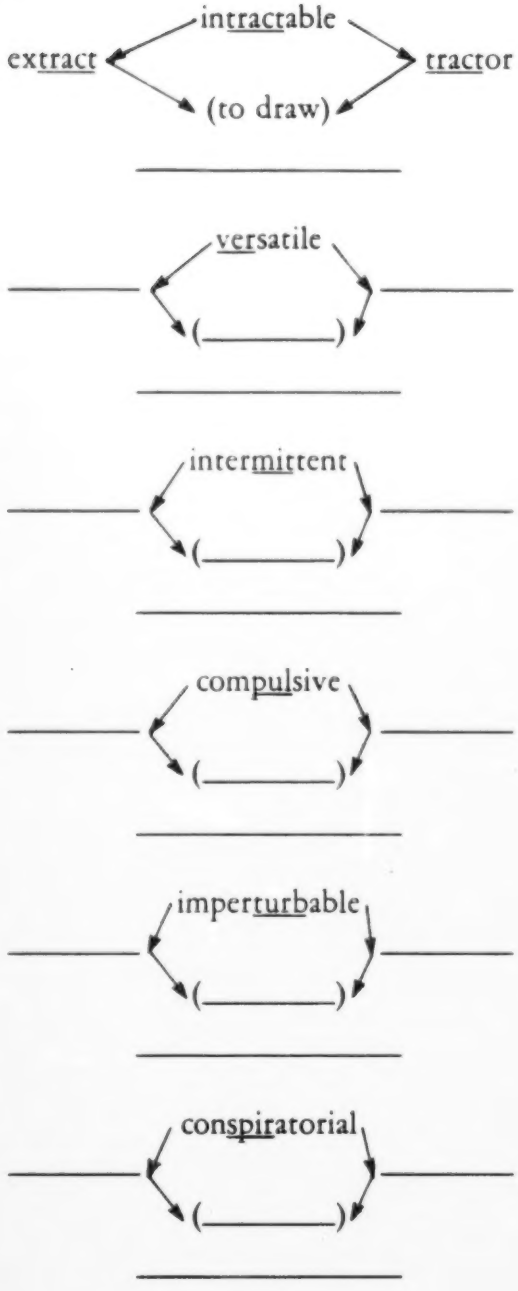
If PANDEMONIUM means "All hell,"
a word for "all places," is _____
"sensitive to all colors," _____
"all over view," _____
"worship of all gods," _____

If THERMAL means "_____," is _____
a word for "_____," _____
"_____," _____

If SOPHISTICATED means "_____," is _____
a word for "_____," _____
"_____," _____

MORPHEME MARATHON

_____ a-
_____ ab-
_____ ad-ac-
_____ af- at-
_____ ambi-
_____ an- ana-
_____ ante-
_____ anti-
_____ bene-
_____ bi-
_____ circum-
_____ co-
_____ con-
_____ com-
_____ contra-
_____ de-
_____ di-
_____ dis- dif-
_____ e-
_____ en- em-
_____ eu-
_____ ex- ef-
_____ extra-
_____ hemi-
_____ heter ( )-
_____ homo-
_____ in- im-
_____ il- ir-
_____ inter-
_____ intra-
_____ magna-
_____ mal-

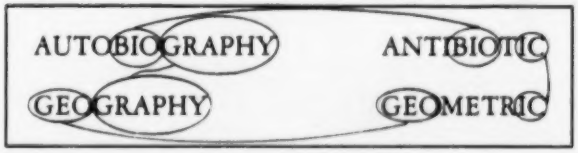


mega- _____
micro- _____
mis- _____
mono- _____
multi- _____
non- _____
ob- oc- _____
of- op- _____
omni- _____
ortho- _____
pan- _____
para- _____
per- _____
pre- _____
pro- _____
poly- _____
proto- _____
re- _____
re- _____
semi- _____
sub- suc- _____
suf- sug- _____
sur- _____
super- _____
supra- _____
sym- syn- _____
tele- _____
un- _____
_____ _____
_____ _____
_____ _____
_____ _____

MORPHEME MARATHON

MUCH OF THE English vocabulary is composed of words made by combining elements of Greek and Latin.

To realize the frequent presence of meaningful bits within words we read and write, TAKE any one morpheme from the given word. From your own vocabulary WRITE on the line below it another word having in it the same morpheme. REPEAT from the second word to form a third. You SCORE if you can make a fourth word by combining morphemes from the first and third word. WRITE it on the top line.



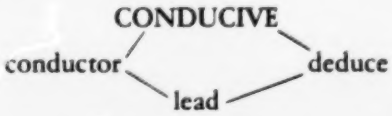
_____	-AUD(A)-	IMMUTABLE	_____	-SCI-	_____
_____	-AUD(I)	_____	_____	-SPIR-	_____
_____	-BIO-			-STA-	_____
_____	-CHRON(O)-			-STI-	_____
_____	-CHROM(O)-	INCONTROVERTIBLE	_____	-STRUC-	_____
_____	-COSM-			-TAIN-	_____
_____	-DIC-	_____	_____	-TEN-	_____
_____	-DUC-			-THEO-	_____
_____	-FAC- FEC-	SYNCHRONIZATION	_____	-THERM-	_____
_____	-FIC-			-TRAC-	_____
_____	-FER-	_____	_____	-TURB-	_____
_____	-FLU-			-VA-	_____
_____	-FRAC- -FRAG-	CONSCIENTIOUS	_____	-VEY-	_____
_____	-GAM-			-VEN-	_____
_____	-GEO-	_____	_____	-VERT-	_____
_____	-GYN-			-VERS-	_____
_____	-GRAD-	AMORPHOUS	_____	-VID-	_____
_____	-GRAPH-			-VIS-	_____
_____	-GRESS-	_____	_____	-VOC-	_____
_____	-JAC- -JEC-			-VOK-	_____
_____	-JUNC-	_____	_____	-VOLV-	_____
_____	-MIS- -MIT-			-ZOO-	_____
_____	-MUT-	_____	_____	_____	_____
_____	-PATH-			_____	_____
_____	-PATH-	_____	_____	_____	_____
_____	-PEL- -PUL-	_____	_____	_____	_____

MORPHEME MARATHON

> ***Relating the meaning of a familiar word having in it the same morpheme as an unfamiliar word may lead to the understanding of a new word.***

To understand an unfamiliar word in a paragraph, USE your knowledge of a familiar word having within it the same morpheme as the strange word to arrive at its possible meaning.

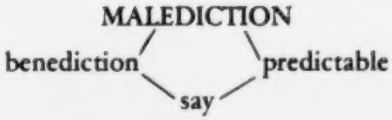
Always CHECK your dictionary to confirm your interpretation.



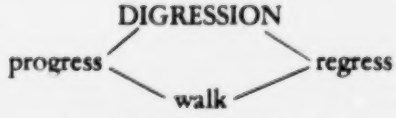
"leading with"

"to come against"

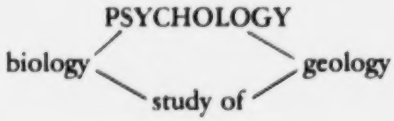
"all knowing"



"bad saying - curse"



"walking away from"



"_____"

_____ _____

_____ _____ _____ _____

_____ _____

"_____" "_____"

CONCLUSION: _____

_____.

ENGLISH: Home for Words from Other Languages

The English language is rife with foreign emigrants. They make themselves at home by adapting to English ways.

WORD	ORIGIN
moccasin	American Indian
paradise	Old Persian

CONCLUSION: _____

_____.

THE JUTES

From foreign lands, from Greece and Rome, we come home at last to England, Shakespeare's beloved "sceptered Isle," that "precious stone set in a silver sea." On this Island, the English language will be planted, take root, and grow. But the transplanting will not be without struggle, as we shall see.

Imagine yourself now in the year 449 one of a small band of warriors about to enter this island, after a stormy crossing of the North Sea. For it is people like these who will plant the seeds of modern English to become the language of a united kingdom some day.

We have joined a small band of Jutes, warrior-freemen from Jutland, just as they pull away from Ebbsfleet on the Isle of Thanet. They had been resting there, recuperating from a rough voyage across the North Sea. Each thrust of our oars brings us closer to the white cliffs that hide the dark green forests, swamplands, and heaths we have been told lie beyond them.

We have come at the invitation of Vortigern, a tribal king of the Britons, to help him drive marauding Scots and Picts back to their Highland. Our round leather caps and long woolen cloaks over trousers and tunics protect us from the chill of this early April morning in this year of A.D. 449.

For the past forty years or so - in fact, ever since Roman soldiers began to leave their posts here to return to Latium to help protect Roman cities from those invading Barbarians, the Britons have been struggling to preserve the order and peace they had enjoyed under Roman law for over three hundred years. For most of this time they had been living under law imposed by Julius Caesar upon his arrival on the island in 55 B.C. Later, in A.D. 43, Emperor Claudius reinforced Roman law. We recall that Britons had made Claudius a god out of gratitude for his improvements of hundred-year old Roman aqueducts, forts, villas, baths, and roads laid down by his predecessors. Now, some four hundred years later, we guests of Vortigern will expect far less than godhead as reward for our help in this matter.

As we karls move inland under the leadership of the Earls Hengest and Horsa, we look for land that we might farm productively in this climate so much milder than our own, far from the Gulf Stream.

The old Roman wall to the north will discourage raids by former Celtic displaced tribes, or even by our hosts, who may in time come to resent occupation of their land by foreigners, invited or not. Saxon attacks from the south should not be a problem as these earlier raiders seem to prefer the downs above the coast. At any rate, our common Teutonic origin, the intervening forests and wastelands, continued resistance, now (and later under their future King Arthur and his Knights) should make it safe enough for us to send for our families and thralls.

Our love of freedom, the challenge of unknown dangers and hard work, our respect for courage and justice, our pride and self-confidence, our reverence for the mysteries of death, - all these attributes we bring with us. Only when the disciplines of war require them do we relinquish our independence to captains and kings.

• • • • •

Thus it was that the language of the Jutes, Saxons, and Angles melded, uninhibited to any great extent by absent Roman and Celtic tongues, prevailed in the land of England.

We have already observed the variety of spellings for the same sounds in our words today, result of this blending of languages. Certain words announce their Germanic origins for us to identify as an important part of our everyday vocabulary.

knife	rough

ANOTHER LATIN "INVASION"

NOW one hundred forty-eight years after the Jutes had launched their first expedition into England in 449, we find ourselves again on the Isle of Thanet but with a different "army" about to enter England.

The remains of an old Roman fort and the broken ribs of an abandoned Viking ship half buried in the sand remind us that we are not the first to regroup here on Thanet. Because we have come here in this year of 597, the English language will take into its vocabulary hundreds of church-related words and carry with them the attitudes and artifacts of Catholicism into our day.

The weight of the coarse brown habit on our shoulders, of the silver cross swinging from our waists, of the missal in our hand has already informed us that we are one of Abbot Augustine's small band of Benedictine monks. We have been sent by Pope Gregory I, who, had he not been recalled to Rome, might have been here himself to lead this expedition to convert the English to Christ.

Pope Gregory, it is said, had determined years before, after a chance encounter with blue-eyed, golden-haired Angles in a Roman slave market, to convert these pagan Angles from "Deira" to "Angels" and save them from the "wrath of God." Such are the fortunes of war that had brought these sons of former conquerors to their present condition! They had been taken captive by the English King Aethelric, who, in the flush of victory over Britons to the west, drove on to defeat English King Aella of Deira. He then took his own countrymen to sell in the slave markets of the Continent. These victims were among the first to pay a terrible price in the long process of uniting England under one law. This process still exacts its toll in Ireland today.

We have chosen the best of times in this year of 597 to introduce Christianity into Southern England. The new King Aethelbert, although pagan himself, has provided his Parisian Queen Bertha with her own chapel near Canterbury. Now we wait for him here under the canopy of the sky to invite us to go in solemn procession to Canterbury under his protection. As though in blessing, light reflected from a great silver cross at the head of our column touches the heads of the monks behind.

AND so once again the Latin language enters England. This time, not to the cacophony of Roman soldiers, but to the quiet chanting of the litany of the Roman Catholic Church. Latin words like

candle bishop

become part of the English vocabulary. Within the year Aethelbert accepted the religion of his wife Bertha and all Kent had hastened to be baptized.

The year 597 that had seen the beginning of St. Augustine's mission in the south also saw the end of another mission of the Church in the north. For it was in 597 that St. Columba, Patron Saint of the Irish, died on the "Holy Isle" of Iona off the west coast of Scotland. For thirty-four years, ever since the day he entered northern Britain with only twelve Irish monks, St. Columba had worked from his tiny island to take the Christian message to the Picts and the Scots. Like St. Patrick, who, more than one hundred thirty years earlier, had challenged the pagans at Tara and had won all of Ireland for the Church, St. Columba had brought Christ to the Scots.

At the heart of this northern arm of the Church was the monastery, not the diocese as in the Roman south. In light filtered through stained glass windows, these Celtic monks lost themselves in the task at hand. They were content in their isolation to take joy in the touch of the smooth white vellum skins under their fingertips and the balance of the pen in their hands. For theirs was the task of copying the word of God and "lighting up" the margins of its gospels with intricate designs in powdered gold leaf, lapis lazuli, and other colors pressed from the flowers of the fields. Broken only by the duties of the Offices of the Virgin. Matins and Vespers, the hours of their days were consumed in illuminating manuscripts at Kells and Durrow and other monasteries where original Gospels from Europe, perhaps from Byzantium too, were imported, often at great cost.

The shadow of the inevitable conflict between the Celtic austerity and the monastic way of life and the more relaxed social mission of the diocese at Canterbury in the south did not darken their days at this time. Not until the Synod of Whitby in 663 were the growing differences of interpretation of God's Grace, predestination, the date of Easter, even the cut of a monk's hair, resolved.

The decision at Whitby to abandon Celtic Catholicism and to follow Roman ways encouraged closer communication between the Island of Britain and the Continent of Europe. This exchange of ideas and languages gave a more cosmopolitan cast to English literature. Most of those Celtic words that had found their way into English gradually disappeared in the years to follow.

• • • • •

CLIP and ATTACH a short article from your reading.

Substitute for the more sophisticated Latin and Greek words the everyday words of Anglo-Saxon or Scandinavian origin.

Does your revised copy change your feeling about the topic discussed or your opinion of the writer?

CONCLUSION: _____

_____

DYNAMICS OF DISCOURSE: The Statement

> ***An English statement in its natural word order falls into three parts, the first and third of which may be empty (Ø). Every skilled reader/writer groups the words he reads/writes into self-contained units and realizes the function of each group.***

To RECOGNIZE the three parts of an English statement, STUDY the analysis below.

1. FRONT	2. TRUNK	3. END
sets condition: when, where, why, how, how many, often . . .	names: Subject	completes: Predicate
when, where, why, how, how many, often . . .		when, where, why, how, how many, often . . .
F	T	E
At night	the girls	studied when it was quiet

To TEST your understanding, DIVIDE the statement given below into the three parts as suggested. BOX the subject. DRAW the line above the predicate.

In order to succeed students at college need to study every night.

To TEST the validity of the proposition presented, COPY three statements from your reading. ANALYZE each in the same way.

1. _____

2. _____

3. _____

To USE your understanding of the structure and functions of an English statement, WRITE three statements of your own and analyze them.

1. _____

2. _____

3. _____

CONCLUSION: _____

_____

Sector Analysis by Prof. Robert Allen (Teachers College, Columbia University)

THE ANGLO-SAXONS

The years after the Synod of Whitby in 663 until the middle of the ninth century were comparatively quiet ones for the little island between the North Sea and the Atlantic. Having decided at Whitby, as we have seen, to go with the Continent on Roman religious matters, Britain enjoyed in the following years a position of respect at the courts on the mainland. Indeed during his forty-year reign, Offa, self-styled "King of the Whole Land of the English," exchanged offers of royal marriages with none other than Charlemagne of The Holy Roman Empire. Coal and woolens crossed the Channel for profit on both sides. Offa's Dyke discouraged attacks by the Celts in Wales and other displaced former inhabitants to the north. Only the rivalry among the island kingdoms, particularly Northumbria, Mercia, and Kent occasionally disturbed the peace.

Until from across the Channel a threatening storm cloud appeared. The Vikings, hungry and frustrated, unable to maintain strongholds in Brittany and Normandy after years of marauding, turned hostile eyes, this time seriously, to the little island across the narrow waters. It seemed such easy prey, a promise of restored confidence.

In 850, we are told, their fleet of three hundred fifty ships anchored for an extended stay on the Isle of Thanet, where once other invaders had stopped to gather momentum. Today Thanet, now part of the island itself, site of resort towns like Margate, still offers rest and recreation to its countrymen, unhaunted by ghosts of painted heathen warriors.

In the years after 850 the Vikings plundered the coasts until they held southeastern Britain under their domination. But when they pushed on into Wessex they met at Ashdown an army prepared to oppose them. In 871 Alfred, brother to King Aethelred, ordered the army gathered there to attack . . . even though the king was still at his prayers. Later, as King Alfred of Wessex after his brother's death, he would, for a time at least, unite the British and restore the respect once held for his people abroad.

• • • • •

If you will, find yourself this time with me in, of all places, a classroom on a mild May morning in 897. We are among a small group of young sons of nobles and a few older lords from the court of King Alfred. We are here most reluctantly in this cold damp room of a castle near Winchester because our King has decided that those who govern should be able to read and write. For this purpose he had established the Palace School. You, probably like the rest of us, would much prefer to be out hunting in the forest, or playing war games on the meadows, harassing peasants at work in the green fields beyond these walls.

We hear faintly the words of our teacher Monk Wulfstan

Greatness lies not always in physical things.
England must be great again – a land where monasteries
foster learning – where great men like Bede and Caedmon
are heard once more.

From one corner of our minds we hear him remind us of King Alfred's hopes for us, of the example he has set for us. Once more he tell us how Alfred spends part of each day learning Latin so that he can translate into English the words of great minds for us to read. He points to old chronicles of past events, updated with accounts of more recent deeds. It was Alfred, we are told, who wrote our Book of Laws (Dooms). How could we now possibly predict that it would be laws under which future kings of England would administer justice, a code respected later by Norman conquerors, the very base of COMMON LAW for free people everywhere?

But wait! What is that he just said?

"Tomorrow King Alfred himself will be here. His expectations of your accomplishments are great; you dare not fail him."

True — King Alfred often visited his schools but that we here should be so honored! Yet we always knew he loved to learn and to teach. Stories of his patience and understanding, even when ill and discouraged himself, were everywhere told. Surely he would understand our restlessness in confinement when we would be at his side in battle. We know of his courage, of the brilliance of his battle strategies, both on land and at sea, of his self-discipline in ordering the hours of his days, his curiosity about distant lands, strange peoples, and other times. But most of all we are aware of his hopes that the young people in his court would become good administrators of justice wherever they ruled.

So – next day – in full regalia we are ready to greet him. On schedule he appears in the open door, famous notebook in hand. He greets us and we would be nowhere else. With a nod to Wulfstan, he takes his place before us.

What is it that we would learn this morning? Old songs, the Psalms, how to plan a castle, build a fortress, take an enemy by surprise? Perhaps though we would like to learn to draw, fashion a gold piece for someone special?

We spoke as one. Would he tell us how he had battled the Force here at Winchester and took London from the Danes in 878? How did it happen that he had rallied Kent, Mercia, and Northumbria, old rivals, united at his side?

So he talks to us of sea battles, of the ships he had designed, twice as long as the pirate boats – some with sixty oars. Shaping battle scenes in the air with his hands, he tells how he won at Ashdown in 871 – dividing his troops in half, the thorn tree at center. We remembered now that he had dared to order attack before his brother, the King, had arrived on the field. And we remembered, too, that this graying, bearded man before us had been only in his early twenties at the time.

He speaks now about Exmoor. We could almost see the falcon on the Danish banner, lifeless on its pole, unable to soar with the wind, signifying to both armies the defeat of the Danes. Here eight hundred of the Force had died, their banner taken.

But now he pauses. Battles, he continues, are not only won in the field but at the bargaining table as well. Compromise and compassion can result in greater victories than the savagery of revenge.

But we dare not ask of that January in 877 at Exeter and Wiltshire. It was then, forced to go into hiding deep in the forests and marshes of Somerset, and on the Isle of Athelney, that he might have lost his dream of a Greater Britain.

But unbidden, he recalls the months spent harassing the enemy in its own territory. He describes living in disguise among his own people as minstrel and kitchen boy. How we laugh as he mimicks the cook's scolding when he had left the bread to burn.

Breathless, we listen to his account of the Battle of Ethandun (Edington) in 878 where sword clashed against sword, ax clanged against ax, hour after hour, for fourteen days. We know the outcome for we are still enjoying the results of that victory. We sigh with relief as he tells how the Treaty of Wedmore, signed with the Dane Guthrum, resulted in the Danelaw. Under its provisions the Danes had agreed to stay behind a line running roughly from Chester to London. Because of Alfred's mercy in victory, Guthrum was baptized and the Danes accepted Christ.

We are quite willing now to listen respectfully to his lecture on Nero and the abuse of power. King Alfred has convinced us that every man must be allowed to say and do according to his ability.

We will never forget his words as he stands in the doorway, one hand on the sword at his side, the other raised in farewell

ENGLAND NEEDS YOU.

• • • • •

We had no hint then that in two years he would die "King Over All The English To The Danelaw." We had no warning either that the Danes would return, or that Alfred's heirs would rule in Wessex for fifty years, gradually reconquering the land held by the Danes. Least of all could we know that we ourselves would go down in history as capable rulers in our own day, worthy recipients of his trust.

• • • • •

It was in these years of Alfred The Great that the English language began to assume the form we recognize today as Old English (450-1150). With the help of scholars, we can hear the voices of these people who dared to dream of a nation of Englishmen, free to live under laws they had made.

Where before Alfred there had been only English ballads and battle songs, only scant records of past events, after Alfred English prose began to take its place among the great literatures of the world.

THE SOUNDS OF ENGLISH

> ***Ghostly voices from the past linger in the English words we write today.***

To OBSERVE relics inherited from the English of an earlier day, FIND as many spellings of /S/ as you can in the words you read.

RECORD them below as you find them.

< SH > as in SHORE			
< S > as in SUGAR			
< SI > as in MANSION			

FIND as many consonant digraphs as you can in the words you read.

RECORD them below as you find them.

< CH > as in CHARACTER			
< GH > as in COUGH			

CONCLUSION: _____

_____.

To observe the effect (if any) of words of Greek-Latin origin on your attitude toward the topic of which they speak compared to the effect of words of Anglo-Saxon-Scandinavian origin

CLIP from a discarded magazine or book a well-written passage on a topic of interest to you. PLACE the copy below.

UNDERLINE words you recognized as of possible Greek-Latin origin.

SUBSTITUTE for each word underlined in the passage selected the more common word of probable Anglo-Saxon-Scandinavian origin.

CONSIDER the effect (if any) of the revised copy on your attitude toward the topic. COMMENT on the effect on the lines below.

CONCLUSION: _____

_____

_____ .

THE VIKINGS

Safe now in 1028, for a time at least, within the Danelaw here in England in the court of Good King Canute (CNUT), monarch in Norway and Denmark as well, and his Norman wife Emma. I have no need of chronicle to remind me of our venturings that spring of 1013.

It was about dusk of an April-green day that the fleet we had joined pushed off from Ebbs-Fleet-on Thanet for the British mainland. Every Viking warrior of the ninety aboard each of the ninety-three dragon ships bent his might and mind to bring about the return of Danish power to this fair island.

We must have been an awesome sight. Behind each rearing dragon's head, within the seventy-foot body and its upturned tail, we swept our boats through sunstained waves. Our bold, vertically-striped red and white sails captured the wind, forcing it to hurl us on to the unsuspecting shore. At our approach, as at the approach of other red-bearded, horn-helmeted Viking raiders more than two hundred years ago, we made the lights of English homes go dark. Not without reason may these sons of earlier invaders and their conquered have ended their Lord's Prayer with these words.

. . . And, O Lord, protect us from
the wrath of the Norsemen.

Some say that our forefathers, berserk on the hallucinatory mushroom, erupted without reason from their cold fiords and mountain valleys to pillage, rape, and burn (and trade) far into Russia, Europe, and even into a rumored New World.

But I say it more likely that they, like us, felt the fiords draw in upon them too closely, the mountains lean too near, the roar of the sea too inviting to ignore. The old life of farming and fishing could not hold us home, neither then nor now.

Safe now in this island across the North Sea, I can say our victory had come none too soon. For seven long years before 878 we had battled the Anglo-Saxon King Alfred until we were forced to withdraw from his land and live east of a line between Chester and London.

Along with our leader Guthrum, we abandoned Odin to accept Christ. Again in 939 at the Battle of Brunanburh, as the Chronicle relates, we were defeated by Athelstan, grandson to Alfred. Not until the Battle at Maldon in 991 were we again able to exact tribute from our neighbors. Even then our victory was as much due to Edmund Ironside's selfish ambitions as to our valor. Be the murder of his innocent brother Eadwig on his head, not upon Cnut's!

Since that time it has been easy enough for us to live along these older invaders. We have accommodated far stranger peoples among those whom we have subdued.

In time our sacred Runic symbols and the alphabet of the Angles, like our peoples, blended. Whenever you hear /SK/ in a common English word, remember us, the Viking invader.

THE VIKINGS *(continued)*

In the words /SKIRT/ and /SKY/ the sound lives with our Anglo-Saxon neighbor /SHIRT/ and /SHY/. Yet it must have been a problem to a child of mixed marriage whether to protest with a /NO/ or a /NAY/. In the same conjugation of our verb /TO BE/, /HE IS/ lives beside Norse THEY ARE. And when we utter the word WEIRD we may, in our ignorance of its origin, invoke the old Viking death goddess WYRD.

Naturally, when two words in the same language come to have nearly the same meaning, one of them may disappear from the vocabulary, as FRO has all but disappeared from ours in the presence of FROM.

WHENCE — WHERE THENCE — THERE _____ – _____

From both the Anglo-Saxon and the Viking, we inherit our delight in alliteration as in the phrases

to have and to hold _____

weak and weary _____

From them, too, we have our tendency to make a word from two whole words.

typewriter mainstream _____ _____

Reflecting upon the variety of contributions to the English vocabulary we should not be surprised that a single sound may be spelled in several different ways. Take, for example, the consonant blend /Š/

sheep sugar pressure _____ _____

_____ _____ _____ _____ _____

SO – back again to the lab – to begin a list of words containing the consonant blend /Š/ and consonant digraphs that we may have once thought were foreign to English, but, in fact, were at home there long before we arrived on the scene.

< KN >	as in	< KNOW >
< GN >	as in	< REIGN >
< PN >	as in	< PNEUMONIA >
_____		_____
_____		_____

DYNAMICS OF DISCOURSE: The Paragraph

Paragraphs present the writer's intention in a controlled development of a topic through recognizable channels.

To follow the flow of written discourse within a paragraph, NOTE the suggested KINDS of topics. NOTE the suggested WAYS details develop the topic. NOTE the expressed/unexpressed inferences.

TOPIC:	PERSON	☐	EVENT	☐	
	OBJECT	☐	IDEA	☐	. . . ☐
	PLACE	☐	EMOTION	☐	
DETAILS		☐	from general to specific		☐
			by eliminating		☐
	NARROWING TOPIC		by denying		☐
			. . .		
		☐	from specific to general		☐
			in chronological order		☐
			by comparing/contrasting		☐
			by explaining: cause and effect		☐
	EXPANDING TOPIC		. . .		☐
			by evaluating		☐
			by concluding		☐
			by projecting to other areas		☐
			. . .		☐
		☐	by repeating		☐
			by defining		☐
	CONTAINING TOPIC		by giving example(s)		☐
			by classifying		☐
			. . .		☐
INFERENCE:		☐	to entertain		☐
			to inform		☐
	Writer's Purpose		to approve/disapprove		☐
			to persuade		☐
			to incite		☐
			. . .		☐
		☐	amused		☐
			condescending - cynical		☐
	Writer's Attitude		indignant		☐
			alarmed		☐
			prejudiced		☐
			. . .		☐

CHECK one box in each category. COMPOSE or COPY from your reading a sentence that might begin a paragraph to develop the kind of topic you checked in the way you checked and with the purpose and attitude you checked.

_____

_____

CONCLUSION: _____.

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DYNAMICS OF DISCOURSE: The Essay

An essay presents a writer's development of a topic through his arrangement of paragraphs leading to a conclusion.

KIND WAY

_____ Pteridophytes may be studied by examining the cinnamon fern. _____

_____ My father was a remarkable man. _____

_____ My island is a special place. _____

To OBSERVE the KINDS of topics and WAYS to develop them, SELECT a short essay from a magazine. READ it.

WRITE the subject of the essay in the box below.

WRITE the completion (predicate) of the subject on the line above, using your own words.

On the line below WRITE the WAY you think the writer developed his topic.

_____

On the line below, WRITE what you feel was the primary PURPOSE of the writer in writing this essay.

_____

On the line below, WRITE what you feel was the writer's ATTITUDE toward his topic and his readers.

_____ _____

WRITE on a separate page a short essay on a TOPIC of your choice. DEVELOP the TOPIC in a way of your choice.

CONCLUSION: _____

_____.

THE NORMANS

1066: The year of the last successful Viking invasion of England; the last year that this small island "set in a silver sea" will cower helplessly before the ring of vultures on the mainland. 1066: The year of the Norman Conquest and the introduction of French blood, customs, and language into the Anglo-Saxon and Norse mainstream with its ten thousand or more French words to be incorporated into the English language.

On this last of our five adventures we invite you to choose for yourself the leader of your army:

KING HAROLD of England or WILLIAM of Normandy

IF you believe that at the time of his death on January 5, 1066, King Edward, heir to the thrones of Arthur and Alfred, had intended his faithful aide, son of his most powerful Earl, Godwin, to be crowned on the day of his death, then join KING HAROLD at Stamford Bridge on September 25. You will be one of his two thousand Royal Body Guards backed by six thousand militiamen as they face the threat to Harold's throne. King Harald Hardrada of Norway and Harold's own banished brother Tostig are gathered on the Humber challenging King Harold.

BUT IF you believe the childless King Edward had promised, in 1051, his throne upon his death to his second cousin WILLIAM of Normandy in the hope perhaps of bringing England closer politically to the Continent, then join an angry William at St. Valéry on the Somme. There you will wait for a favorable wind to send you and his eight thousand men on your way to wrest the throne of England from its nine-month usurper. If you had been with William at Val-és-dunes in 1047, you would have no doubts about his strength, his courage, his charisma, his ruthlessness in pursuit of what he thought belonged to him in spite of his illegitimacy and betrayal by former sponsors. He is indeed true heir of the Viking Rolf.

It matters not whether you have joined the incumbent King Harold or the Norman William because you thought his claim just or because you fell victim to his charm or because you hoped to be one of the twelve hundred Norman lords to establish themselves in the seven hundred-or-so castles on the Island . . . for your fate is at the mercy of the winds in either case.

For it had been a cruel wind that blew Harold across the channel and into the prison of the Count of Ponthieu in 1064 and so into the debt of William who rescued him in exchange for an oath of fealty to his rescuer.

It had been another wind from the north that had hurled the three hundred ships of King Harald Hardrada and Tostig into the Humber to victory at Fulford, September 20, and to defeat and death at Stamford Bridge, September 25, in 1066.

It was a wind from the east on September 27 that, in answer to William's prayers, launched him and his eight thousand Normans from St. Valéry on the Continent to Pevensey on the Island in time to build mound and moat at Hastings. It was this same wind then that forced Harold to march his exhausted, but victorious, army south over two hundred miles of that nine hundred-year-old Roman road to London in only eight days! After another three days and sixty-three miles, Harold and his weary men took up ground at Senlac Hill, seven miles from HASTINGS, in a position from across the three-mile solid line of Normans on lower Telham Hill. Here, shield to shield, the Anglo-Saxons waited for the approach of the Norman infantry and cavalry — with orders from Harold NOT to move from their superior position on the hill.

The whole world knows what happened on that day of October 14, 1066, between Senlac Hill and Telham Hill. Dusk fell on Harold dead among the scattered battle axes and shields of his slain faithful warriors. The evening star rose on a victorious William astride his horse, surrounded by the upraised long bows and spears of his army.

• • • • •

If you had survived your King Harold on Senlac Hill that October day, you too would have allowed William to occupy your castle, and your forests too for his hunting pleasure, even though you will go hungry at times. You too would have suffered his language in your chapel and chambers. But to your flaxen-haired, blue-eyed daughters you will teach Norman ways and Norman speech. Before many decades have gone by, your grandchildren will be at home by their former firesides, wives of Norman lords and mothers of their sons. At their table they will say the French word BEEF; in the stable they will use the old Anglo-Saxon word COW. To this day we respect their compromise and do likewise.

If you had settled in England with your leader William after his coronation December 25, 1066, conducted by Archbishop of York Aldred and blessed by the Pope, at Westminister Abby, you will spend much of your time commuting across the Channel between the two courts. At other times you will have to roam England putting down insurrections, including one mounted by William's own son Robert in 1078. But eventually your heirs will accept the rebellious and receptive alike at their hearthside. As scions of the old Vikings, they know well how to accommodate the conquered.

After William's death, his ambitions for an extended kingdom failed. At his own bidding he dissolved the band he had forged to unite the Island and the Continent. To his son William he bequeathed the throne of England. To his son Robert he gave his lands in Normandy.

But the English language, after its accommodation for more than two hundred years of the French, will never again sound the same. French words will adapt themselves to English accent and remain on the English tongue for us to choose or reject every time we speak. Some will take longer than others to be absorbed. We still prefer the French sound of our word /garage/.

I have observed that when I wish to speak honestly, forthrightly, and to the point, I choose short, rough-hewn, Anglo-Saxon words from my vocabulary. When I conspire to manipulate my audience, to conceal my motivation, to obfuscate, to impress with my erudition, I communicate in the devious vocabulary of the treacherous Norman. But then I realize my German background may influence my distaste for what William did to win in the Battle of Hastings.

Return now to the lab to examine the effects of the two vocabularies on our attitudes toward the content of the discourse we read and perhaps discover on which side of English you feel most comfortable.

"This Tangled Web"

The English language blends words from other languages into its Teutonic base.

To OBSERVE the effect (if any) of words of Greek-Latin origin on your attitute toward the topic of which they speak compared to the effect of words of Anglo-Saxon-Scandinavian origin

CLIP from a discarded magazine or book a well-written passage on a topic of interest to you. PLACE the copy below.

UNDERLINE words you recognized as a possible Greek-Latin origin.

SUBSTITUTE for each word underlined in the passage selected the more common word of probable Anglo-Saxon-Scandinavian origin.

CONSIDER the effect (if any) of the revised copy on your attitute toward the topic. COMMENT on the effect on the lines below.

COMMENT _____

_____

_____

_____

_____

_____

CONCLUSION: _____

_____.

THE PRINTED WORD

Y WAY OF

a cave-side fire in an unknown mountain valley,
bee-hive huts and ziggurats in a Mesopotamian village,
tents of nomad Hebrew tribesmen,
Greek doors and Roman roads,
a King Alfred literacy class,
an Irish monastery,
a hill at Hastings,

we have come to a small print shop in Westminster, near London, in 1477. Nearby is the tomb of the first great poet to write in English, Geoffrey Chaucer, buried there only seventy-seven years ago.

Here in this shop WILLIAM CAXTON printed on English soil the first dated book in English, his friend Earl Rivers' translation of the "Sayings of the Philosphers." With the publication of this book, Caxton had introduced his countrymen to the era of the Printed Word.

The middle-aged Caxton, after having served the English court as a diplomat, as had his friend Chaucer, had learned the new Gutenberg craft of printing with movable type while at Cologne. Caxton could also translate from French, Latin, and Dutch, edit copy, write commentary, design type to print and Greek, Roman, and Italian stories for the hundred books to come from his press. Equipped as he was to supply the rising demand for books in England, yet he found his work was not without problems. But let him speak for himself about his difficulties trying to please both the scholar and the man in the street.

Loo, what sholde a man in thyse dayes now wryte,
"egges" or "eyren"?

But in my judgemente the comyn termes that be
dayli used ben lyghter to be understone than
the olde and auncyent englysshe.

As all who speak English today know, he chose Old English (egg). The Latin (eyren) lives on only in our word for the nest of an eagle's egg.

The Fifteenth Century men and women we see calling at Caxton's shop in Westminster are not at all like their forefathers who had first come to Britain. Nor were they like their great grandparents, who, in 1348-49, had survived the Plague when an estimated one-third to one-half of their contemporaries were its victims.

Nor did Caxton's readers resemble their grandparents who had survived the Peasants' Revolt in 1381. In this year thousands in and around London rioted in protest against the new poll tax. Their protest failed when their leader was betrayed and hanged during negotiations for a better deal.

But oppression could not be sustained after the decimation of the labor supply by the Black Death. Serfs and villeins who could not escape to moated castles for the duration survived to realize their own worth along with a recognition of their own responsibility for advancement and for salvation. So whether as beggar or bandit, tiller of another man's soil, servant or soldier to baron and king, these Fourteenth Century Englishmen survived Good Parliaments and bad, French wars and rivalry at home among

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royalty, and religious reforms. Serfs no longer serving in a feudal state, they are becoming free citizens of a new nation-to-be.

Now in 1477 descendants of the old invaders live with even greater expectations than their forefathers had ever dreamed. To meet these expectations this new breed of Englishmen have need of the printed words flowing from Caxton's press in the standard dialect of London citizens. His square, solid, black, Old English letters suit the pages printed for bolder men. Like the old Gothic script, these Caxton letters still inspire type designers of our day to create type to reflect the spirit of more exuberant times: Jensen, Aldus, Tory, Caslon, Baskerville, Bodini, Goudy . . .

When next you pass your own book shelves or those of friends, look for the names of these type designers. Look too for the mark of presses that used, or adapted for use, in their fonts some of the 5000 or so types available to them: Lakeside Press, Ashendene, Riverside, Doves, Merrymount, Vale. If it happens to be your lucky day, you may come across a beautiful book from the Kelmscott Press of William Morris or from the Golden Cockerel Press of Harold Taylor.

Colophons seem to boast of the processes used in reproduction of their books: stereotype, linotype, monotype, electrotype, and planotype. To the informed these imprints tell the history of printing after Caxton: the hand press, the power press, cylinder and rotary, the photopress . . .

The future of the printed word and the English language itself after our own Age of Electronics, we can only image.

We can only wonder whether printers and computer programmers today, as the printer Caxton did in his time, are choosing a vocabulary for our children's children and ourselves when these technicians select a word for its fitness to fill and justify a line, paragraph a page symmetrically, or for its adaptability to the computer to increase speed and efficiency of transmission, or for its readability by less sophisticated readers.

We would do well to pause to consider how much we ARE influenced by the slick presentation of a stale idea; or, conversely, how indifferently we receive a fresh idea presented awkwardly in a medium so ordinary, so cheaply available, so disposable, so easily ignored in favor of radio and television.

To what extent DOES the new technology determine the words we read, write, speak, and think with? Have we among us now men like Dr. Samuel Johnson of London, who in 1755 collected for his dictionary the words he heard and who, at the same time, tried to keep the English language "pure"? Are there men even now in our own United States like Noah Webster, who in 1783 published his speller in order to stabilize the spelling of words more to the liking of citizens of a young nation rejoicing in their independence from England?

Thousands of copies of his "blue books" reached into pioneer homes and schools to make of Lawyer Webster a man of independent means, free to compile his dictionaries. The changes he made from English spellings to American we honor today in words like

colour	: color	centre	: center	judgement	: judgment
_____	_____	_____	_____	_____	_____

To learn about the craft of the printer
From discarded books, FIND, REMOVE, LABEL, FILE examples of

paper	pulp	laid	Substance 70	process	offset	electrotype
	rag	woven	deckle edged		monotype	planotype
	linen	high gr.	watermarked		linotype	• • •
	vellum	deluxe			lithograph	
type face	Cloister		Garamond		Tempo	
	Goudy		Baskerville		Venus	
	Old English		Bodini		Futura • • •	
type size	point/pica		illumination		florals	
	em/en		border		bead	
	leading		plate		arabesque	
	character		headpiece		egg-and-dart	
	nonpareil		tailpiece		graphs • •	
type designers	Jensen		Dwiggins		• • •	
	Rogers		Morris			
presses	Kelmscott		Golden Cockerel		Doves	
	Lakeside		Merrymount		Vale	
	Kingsport		Riverside		Halcyon • • •	
	Pegasus		Nonesuch			
illustrator	Durer		Crane	Pennel	Parrish	
	Holbein		Pyle	Gibson	Rockwell	

To appreciate the fine art of printing

IDENTIFY	size of book (folio, . . .)	type face
	paper (quality, weight, . . .)	decoration
	printing process	illustrator
	press (imprint, colophon, logo)	

EXAMINE	letter design for	clarity and contrast suitability to content/reader readability • • •
	layout for openness:	Margin width, spacing between headings, text, and illustrations
	harmony:	between type design, type size, colors
	balance:	between print and illustrations columns and page, heading and text

To enjoy the craft and art of printing

In libraries (your own and others), museums, antique shops, sales and auctions, LOOK for examples of early alphabets and type designs, famous presses, illustrators, unique decorations . . .

Begin to COLLECT rare books, limited editions, a particular press . . .

SHARE your findings with other bibliophiles. ENROLL in courses. LEARN calligraphy.

We can appreciate to a greater degree the MEDIUM of printing by adding the printer's vocabulary to our own, words like

serif pica point lead

We can become alert to how much the FORM, or structure, of an English statement influences what we say by recognizing the mold in which is shaped every statement we can generate in its natural, subject-predicate order.

We can come closer to understanding the intentions of writers of English discourse by recognizing the DYNAMICS of its flow.

As we read for pleasure and for information, let us explore the MEDIUM, the FORM, and the DYNAMICS of the printed word to decide for ourselves just how much these three aspect of English influence what we think and feel about what others say and write.

LANGUAGE AS METAPHOR

In the beginning - the WORD.

A beginning infers a time before – a time before the WORD, a time of word-less-ness. Within this paradise, this walled garden, no barrier lay between the experience itself and the expression of that experience. Here in Eden man was naked to his world, silent, happy, untainted by secondhand sounds.

In our time, we exiles from Eden, dwell in a kingdom of words. Within us and around us they flow. If, by chance, their flow is disturbed, there follows the babble of the schizophrenic or the silence of the autistic one. Who of us has not felt uneasy when words fail us? Who among us has not suffered the ennui of our own endless rhetoric? It is then we escape to the rhetoric of others, into books, radio, television, to ease the burden of language.

Man, in his relation to language, has been described as a vehicle for language, as a "language machine," suggesting that it is language that speaks, not he. The poet-philosopher Heidegger of our day sees man acting as though

he were the shaper and master of language
while, in fact,
language remains the master of man.

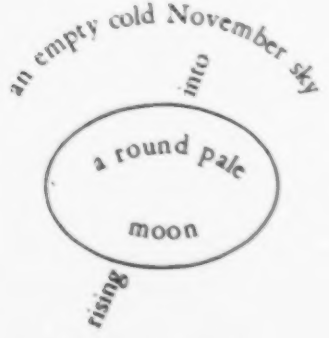
We must, however, resort to language to bridge the gap between the word and the world. Try now to share my experience of "seeing" in these words

a blue October sky

oak-red leaves: against

sunlit and breathless

Or the geometry of



from the rim of prairie plains

To narrow this gap between speech and sensibility, we often turn to metaphors or to the extended metaphor, the parable or fable. While we will never bridge this space in our lifetime, metaphors can bring us closer to the experience by affirming that what exists for me exists also for you.

Through metaphor we can see more clearly the role of language in our lives. Imagine then with me language as a fabric, a river, machine, road, mirror, or music. THINK of other metaphors even as you ponder mine.

Imagine language as fabric, a cloth of interwoven threads stretched between us and our world, a screen through which all experience must be filtered, perhaps to protect us from a reality for which we are not prepared. Between the threads we may now and then catch glimpses of this "other" world. A jagged rip in the fabric, the raving of the maniac; patterns repeated, the song of the poet. The pattern we design for ourselves, or think we do; but in either case we are bound by the fabric.

Or . . . think of language as a mighty river on which we are borne, carried past landscapes, some serene, beautiful beyond description, others awesome, beyond understanding, fading away into unexplored regions. Sometimes we float effortlessly along with the current. Sometimes we struggle against its flow when, in the course of history, new tributaries disturb its path, or when unknown rains far upstream swell its waters causing floods below, or when earthquakes force changes in its river bed at depths beyond our knowing.

OR . . . compare language to a road laid down by others long before us. We travel through terrain dictated by some forgotten pathfinder. Few of us dare forsake the worn ruts to prepare a new path.

OR . . . look at language as a huge mirror whose contours reflect the world it faces – in turn, tall and narrow, or broad and wide, upright or upside down, shimmering or steady, in color or in black and white, but always a distortion of what it reflects.

OR . . . listen to language as music, now background, now demanding our attention. Its pulse, pitch, timbre, in tune and out of tune, create melodies or discord. To its rhythms we express our images, needs, intentions. This symphony of sound, directed by language itself, or by some unknown maestro, marks our passage through time.

Such metaphors help us come closer to understanding what Wittgenstein, twentieth century Austrian philosopher and mathematician, felt when he wrote

The limits of my language mean the limits of my world.

and Benjamin Whorf, linguist-anthropolist,

Language is not merely a reproducing instrument . . .
but rather
is itself the shaper of ideas.

and St. James of the New Testament

The tongue can no man tame.

and Martin Heidegger, a German philosopher of our own day,

We never come to thoughts; they come to us.

FOR, who can be sure that one word does NOT select for us the word(s) to follow? One word may sweep the recesses of our brain – that storehouse of garnered words – for a compatible word or phrase. We always recognize it when it surfaces. It will have the sounds and syllables accented to complete the rhythm of our line. If we are lucky, it may sustain a metaphor, be "rapt" in the aura of a thousand phantoms.

If we are truly lucky, this miracle of language will happen again and again . . . until the content of our thought has become the wiser product of our language.

AND SO, when language, as it does from time to time, operates in error, we must recognize and correct its falsehoods.

BLACK : EVIL : : WHITE : GOOD

_____ : : _____

A beginning, not only infers a time before, but also suggests an end. Could we even now be preparing for a return to that word-less Eden where men need not hide behind the shield of language but where they will see "face to face" what they now see only "through a glass darkly"?

BUT UNTIL THAT TIME

WE HAVE

to love and to cherish for better or for worse

THE ENGLISH LANGUAGE .

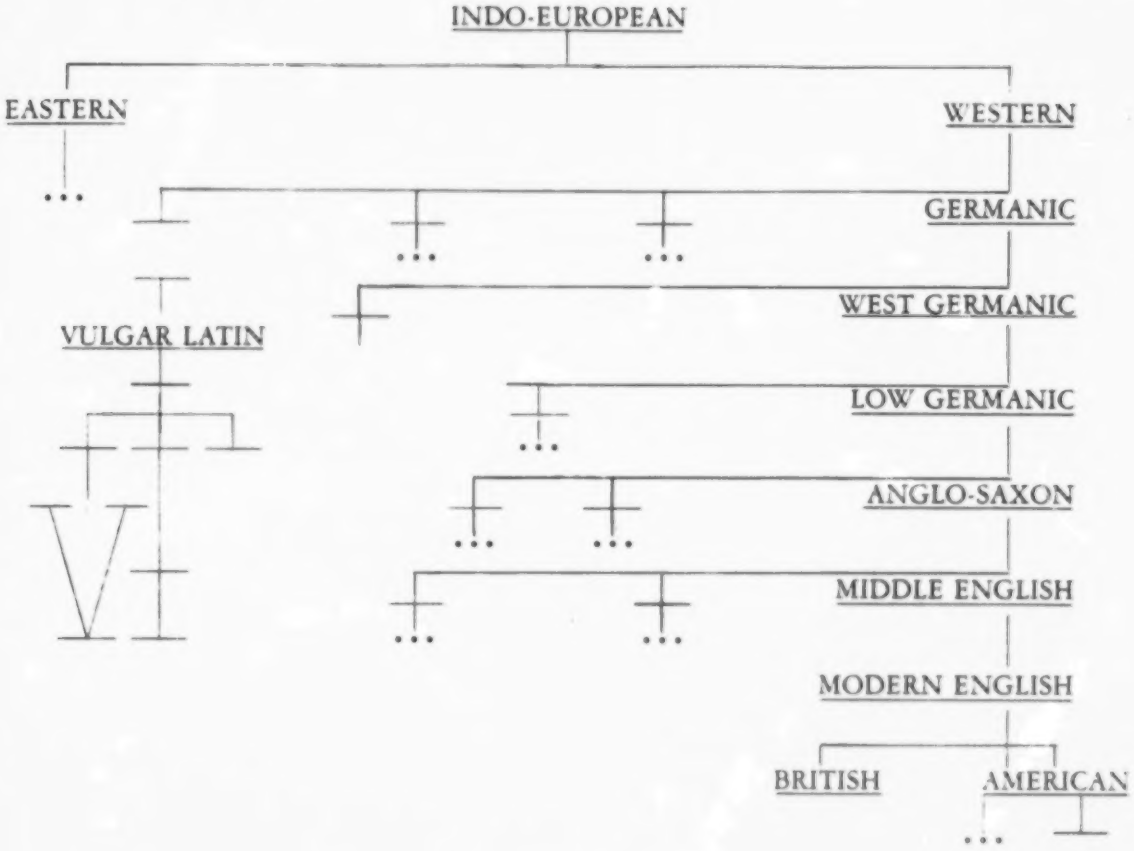
Addenda

To begin a collection of quotations (including your own) about the role of lnaguage in the lives of its speakers, or, in other words, the power of language to influence thought.

BEGIN HERE with

1. We never come to thoughts; they come to us. Heidegger

GENEALOGY OF A LANGUAGE FAMILY



For a more complete family history FILL in the _____ .

CONCLUSION: _____

_____ .

ENGLAND

BEST COPY AVAILABLE

ENGLAND

SKETCH a map of England below.

LOCATE on your map and WRITE the number assigned to each at its approximate location.

1. North Sea
2. Channel
3. Manchester
4. London
5. Hastings
6. Isle of Thanet (Margate)
7. Canterbury
8. Senlac Hill
9. Whitby
10. Hardrian's Wall
11. Kent
12. Northumberland
13. Essex
14. Stamford Bridge
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

???? ABOUT LANGUAGE ????

_____ ?

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_____ ?

GRAPHEME PROBLEMS

Digraphs r ai n	Schwa <ə> other	< E > careful gorgeous	double consonant balloon dinner diner	< ie · ei > niece ceiling weird	Affixes telephone ambitious	<Y> to <I> fury furious	Homonyms break brake	< ɔR > her heard word • • •	Demons colonel

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GLOSSARY
(as intended herein)

ACRONYM	word formed by first letters of several words descriptive of its referent NATO
AFFIX	syllable(s) of a word having meaning beginning or ending of a word MIS spell ING
BASE	chief carrier of meaning in a word: a morpheme to which affixes may be attached mis SPELL ing
BLEND	combination of two/three consonants to make one speech sound–SH
BRITON	early Celtic people native to British Isles
CONSONANT	speech sound/letters of the English alphabet EXCEPT A-E-I-O-U or Y when representing a vowel B-C- . . .
DIACRITIC	a symbol of letter used to signal a sound change gorgeous
DIALECT	offshoot of a large language system peculiar to a region (Pennsylvania Dutch)
DIGRAPH	two or more letters representing one speech sound r ai n
DISCOURSE	any organized purposeful flow of language
EMPTY	silent; unfilled; ø safety
GRAMMAR	structure of a word or sentence and their arrangement
GRAPHEME	a written letter or symbol representing a speech sound
INDO-EUROPEAN	hypothetical language constructed by linguists
LANGUAGE	a coded system of signficant speech sounds shared by a large group
LINGUISTICS	the science of language
LINGUIST	a scientist of language
MEANING	that which the speaker intends to communicate or assigns to a communicator
MORPHEME	smallest meaningful unit of a language system: /base/affix/word
METAPHORE	use of language to describe a referent by comparing it to another unlike it in all but one aspect
PARAGRAPH	a unit of discourse developing a topic, first word is usually indented.

PHONEME	significant speech sound in a language system
PREFIX	an affix at the beginning of a word
REFERENT	that which is referred to
SENTENCE	a word or group of words beginning with a captial and ending with period (.), a question mark (?), or exclamation point (!) usually having a subject -predicate
SCHWA	the unstressed (uh) sound in a word (up) (never)
SUFFIX	an affix at the end of a word spell ING
SYLLABLE	that part of a word having a sounded vowel im/pos/si/ble = 4
SUBJECT-PREDICATE	that which is named - that which acts for or on that which is named or is a condition of the named. Boy runs. Boy is seen. Boy is brave.
VOWEL	the letters or speech sounds of A-E-I-O-U or Y when representing a vowel sound.
WORD	independent morpheme in a language system; (BOY)

SIGNS

/ · /	PHONEME
< · >	GRAPHEME
(·)	MORPHEME
. . .	more of same
*	SEE BELOW
ə	SCHWA
Ø	EMPTY